



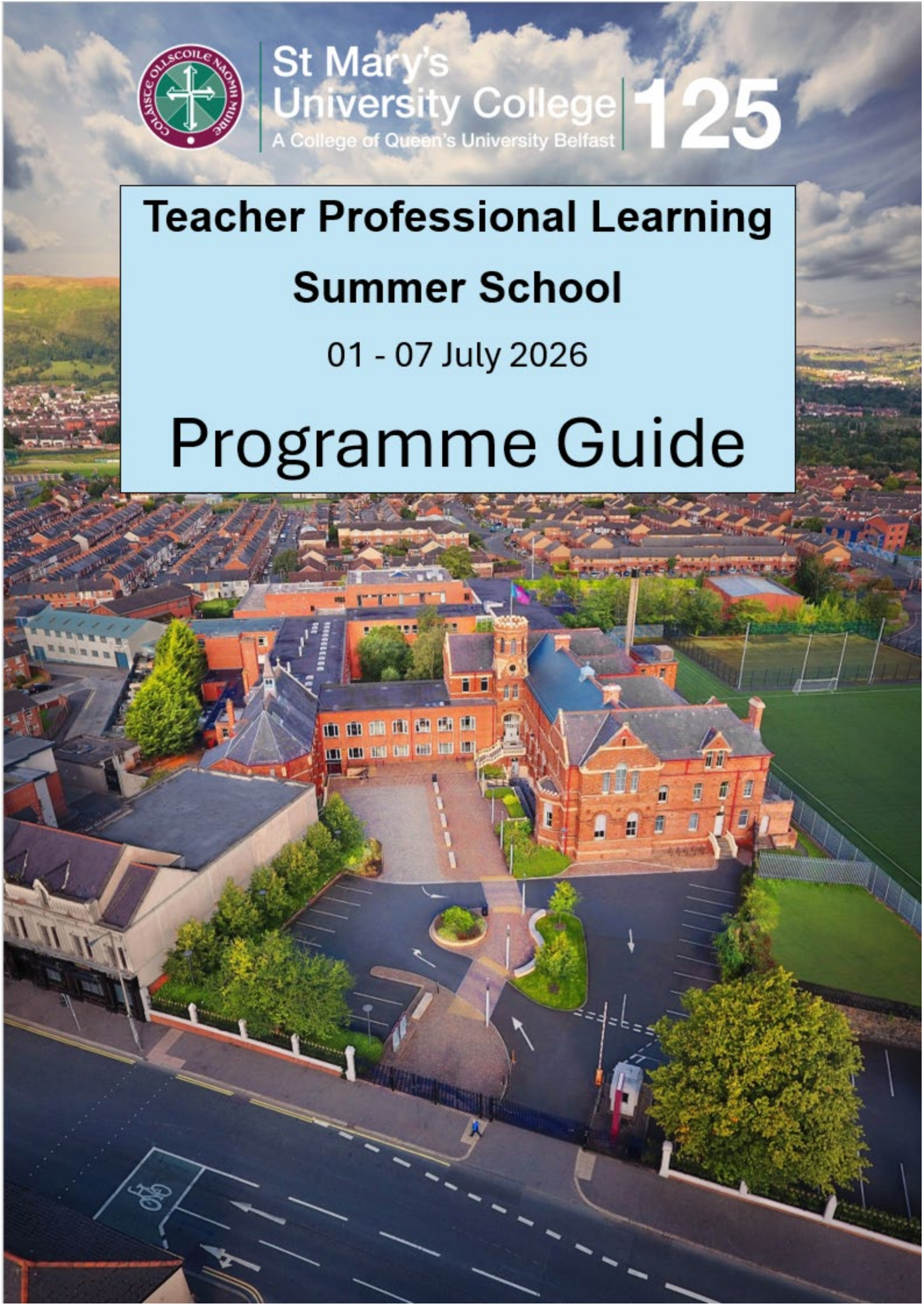
St Mary's
University College
A College of Queen's University Belfast

125

Teacher Professional Learning Summer School

01 - 07 July 2026

Programme Guide



Course Descriptions

LEADERSHIP

L1. Developing a culture of coaching in schools: Strengthening professional dialogue, collaboration and wellbeing

Mrs Rosin Harbinson

WHY?

Schools benefit from strong professional relationships, supportive dialogue, and staff wellbeing. Coaching provides a structured, trust-based approach that enhances teaching quality, collaboration, and reflective practice. Embedding coaching helps create sustainable cultures of growth, autonomy, and professional trust.

WHAT?

This course introduces core coaching skills, practical models such as GROW and solution-focused coaching, and mindfulness-based strategies to reduce stress and improve presence. Participants will learn how coaching can be applied in real school contexts.

HOW?

Through interactive workshops, coaching triads, demonstrations, guided mindfulness practice, and collaborative reflection, participants develop confidence and competence to build or strengthen a coaching culture in their school.

L2. Leading school improvement in the current educational climate

Dr Mark Barr and Mr Peter Geoghegan

WHY?

School leaders, at every level, continue to express a desire to access high-quality professional learning opportunities for themselves and their teams. This is particularly pertinent in a period of significant educational change.

WHAT?

A one-day workshop that will be facilitated by Mark Barr and Peter Geoghegan (former ETI inspectors and current EA facilitators). The research-informed sessions will focus on: the importance of ethos, culture and climate within high-performing schools; the role of first-hand evidence to support improvement; and the skills of self-evaluation as a critical tool for success. The target audience for the workshop will include principals, vice-principals and emerging senior leaders across nursery, primary and post-primary schools.

HOW?

This interactive workshop will include comfort breaks and lunch break.

L3. Introducing Research Lesson Study in Schools: The Japanese Model of Teacher Professional Learning

Dr Matthew Martin

WHY?

This one-day seminar is for three audiences:

- 1) School leaders seeking pedagogically- and cost-effective Teacher Professional Learning.
- 2) Teachers wanting to better execute/document their own professional learning journey.
- 3) Those wanting to transform their school into a learning organisation.

WHAT?

The Japanese model for TPL known in the West as 'Research Lesson Study' (RLS) will be introduced -- a collaborative model that hands control back to teachers themselves.

HOW?

The session draws upon the TPL needs of the teachers involved and provides examples of how other schools have used it.

"[In Japan], Lesson Study is like air: felt everywhere because it is implemented in everyday school activities." (Toshiakira Fujii, 2013)

L4. Building School Ethos and Inclusive Culture

Mr Paul Hazzard

WHY?

Schools are navigating significant change, with growing expectations around inclusion, standards and staff wellbeing. TransformEd recognises that sustainable improvement depends on strong leadership and coherent school culture.

WHAT?

This course focuses on building and sustaining a positive ethos that supports both staff and pupils. It explores values in action, relational leadership and practical strategies for strengthening culture across a whole school.

HOW?

The day is explorative, collaborative and grounded in real contexts. Participants engage in structured dialogue, case reflection and practical planning so that leadership and culture development are purposeful, aligned with ETI priorities and embedded in realistic everyday practice.

L5. Leadership for change and building resilient teams

Mr Paul Hazzard

WHY?

Leadership in schools is demanding and complex, with senior and middle leaders carrying significant responsibility for improvement and team wellbeing. TransformEd highlights the importance of developing confident, values-led leaders who can guide change while sustaining themselves and others.

WHAT?

This course focuses on practical leadership skills for senior and middle leaders, including team development, communication and managing change with clarity and

care. It offers realistic strategies that strengthen confidence and build collective capacity.

HOW?

The day is interactive and supportive, combining discussion, reflection and practical planning so that participants leave with clear, achievable actions to enhance their leadership.

L6. Teacher wellbeing and professional identity

Mr Paul Hazzard

WHY?

Teachers in Northern Ireland are working within sustained pressure, rising complexity and increasing expectations around wellbeing, leadership and school culture. This course responds to that reality.

WHAT?

It explores professional wellbeing, identity, mentoring and sustainable leadership, linking them directly to school improvement and ETI priorities. Participants will examine burnout, ethos, trauma awareness and change leadership in ways that strengthen both personal resilience and collective capacity.

HOW?

The day is practical, reflective and evidence informed. It values teachers as experienced professionals and creates space for honest dialogue, collaborative problem solving and clear next steps that can be applied confidently within your own school context.

L7j. Leadership.for.TransformEd;Ethos?Strategy.and.Teamwork

Mr Peter Gildea

WHY?

- The area of effective leadership that sustains school ethos and improvement within an evolving reform landscape
- The importance of strengthening distributed leadership structures across all levels of the school

WHAT?

The course focuses on the following key areas:

- Protecting and articulating school ethos
- Building high-functioning teams
- Developing middle leaders for maximum impact
- Exploring emotionally intelligent leadership, psychological safety and managing challenging conversations

HOW?

The course content will be interactive and reflective, combining:

- Structured professional dialogue and reflection
- Analysis of ETI reports and real-school scenarios
- Links of research to TransformEd priorities

SEN, EQUITY AND INCLUSION

SEI1. Understanding the Educational Experiences of Autistic Children and Young People: Theory to Practice

Dr Craig Goodall

WHY?

Approximately 1 in 17 school-aged children are diagnosed as autistic. Research exploring the educational experiences and outcomes of autistic learners presents a picture of mixed outcomes, with some thriving in supportive, inclusive environments, where inclusion is realised as a sense of belonging (Goodall, 2020) while others continue to face significant barriers to participation, achievement, and wellbeing.

WHAT?

This course explores key developments in our understanding of autism, while emphasising the importance of championing autistic voices. It examines the educational experiences of autistic learners and highlights how insights from these expert perspectives can inform and strengthen neuro-affirming practice.

HOW?

The course will adopt a mixed-method approach to teaching, combining traditional lectures with participatory learning strategies. These will include opportunities for group discussion, collaborative activities, and the sharing of professional practice to support deeper critical engagement and reflection.

SEI2. Championing Boys

Mr Bernard Noble and Mrs Sinead Bearé

WHY?

Addressing the persistent trend of male underachievement requires evidence-based research to improve learning engagement and classroom management.

WHAT?

This workshop focuses on styles and strategies that specifically resonate with male learners to tackle engagement gaps.

HOW?

Participants will explore evidence-based research and practical management styles designed to enhance the classroom experience for boys.

SEI3. A Neuro-Affirming Approach to Supporting Autistic and ADHD Pupils

Mrs Emma Donnelly

WHY?

This practical training supports school staff to understand behaviour, distress and engagement through a regulation-based, neuro-affirming lens.

WHAT?

Using autism and ADHD as a guide, it explores how nervous system regulation, adult responses and classroom environments affect learning for all pupils including those without diagnosis.

The course moves beyond behaviour management to help staff recognise what behaviour is communicating and respond in ways that reduce escalation and increase participation.

The training will cover:

- recognising overwhelm, shutdown and escalation
- co-regulation and de-escalation in the moment
- adapting classroom demands, language and transitions
- preventing incidents through predictable classroom practice
- supporting staff regulation and reducing burnout

Suitable for teachers, support staff, and school leaders.

HOW?

This interactive workshop will run from 10:00 to 14:30 (including comfort breaks and lunch break).

SEI4. Supporting learners using English as an additional language (EAL)

Mrs Anne Pendelton, Ms Anne-Sophie Cocault and Ms Niina Robinson

Why?

The ethnic, cultural, religious and linguistic diversity that is now an integral part of NI population is reflected in the schools and classrooms of NI (Skinner & O'Toole, 2018), where a near 500% increase in the number of pupils using English as an Additional Language (EAL) has been recorded in the last twenty years (Department of Education Northern Ireland, 2025). This highlights the importance of training and support being available for teachers and student teachers.

What?

The course aims to raise awareness of key pedagogical principles of EAL and multilingualism pedagogy. Participants will gain a toolkit of practical and culturally responsive strategies they can use to support pupils using EAL in the mainstream classroom. By the end of the programme, participants will be better equipped to support the inclusion and the language development of pupils using EAL.

How?

The programme is evidence-based and research-informed. The sessions are interactive and participants will take part in collaborative learning activities. Classroom activities will be demonstrated, and participants will engage in case study discussions and lesson planning. The structure of the course allows for flexibility to respond to participants' emerging needs.

SEI5. Designing for Diversity: Integrating UDL and High-Impact SEND Practice

Mr Bernard Noble

WHY?

Modern education requires moving away from debunked learning styles toward a "multi-modal" approach grounded in the "Science of Learning" to ensure a curriculum that is inclusive by default rather than by exception.

WHAT?

This course bridges cognitive neuroscience and classroom reality, focusing on the brain's affective, recognition and strategic networks to maximise pupil engagement. It supports SEN Practice where scaffolds for neurodiverse learners enhance achievement for the entire cohort.

HOW?

In one day, school leaders and teachers will engage with a rigorous, evidence-based toolkit to translate theoretical principles into practical instructional design.

SEI6. Introduction to inclusive technology

Dr Geraldine Parks and Ms Claire Parks

WHY?

Inclusive technology is essential for empowering a broad range of learners, designed to reduce or remove barriers to learning for everyone in education, not just those with specific special needs.

WHAT?

This course covers the three core categories: Accessible Educational Materials (AIM), Accessible Technologies, and Assistive Technologies (AT). You will explore the spectrum from low-tech aids to high-tech solutions like screen readers and speech-generating devices, while learning to distinguish when a tool becomes a mandatory requirement in a statement.

HOW?

The session moves beyond theory with practical activities and demonstrations. Teachers will get hands-on experience learning how to enable built-in accessibility features across major platforms like iOS, Chrome OS, and Windows, ensuring they can immediately implement these tools in the classroom. (BYOD is required).

PEDAGOGICAL EXCELLENCE

Early Years

PE1. Beneath the Behaviour: Applying Neurodevelopmental Principles to Early Years Practice.

Mrs Catherine McCaughan

WHY?

Understanding neuroscience in the early years helps teachers to make informed, developmentally appropriate decisions that shape children's long-term learning, behaviour and well-being. It provides a framework that bridges developmental theory, classroom practice and child well-being, enabling teachers to move from reactive behaviour management to preventative neurodevelopmental support. Data has shown that early intervention has greater impact than later remediation.

WHAT?

The aim of this course is to provide teachers with an understanding of:

1. **Principles of Early Childhood**

- x key theorists
- x Bruce's 10 Principles
- x EPPE Project:
- x examining the impact of early childhood education and the home learning environment on educational and social development

2. **Brain Development in the young child**

- x prenatal and postnatal brain development
- Neural plasticity
- ACES and the Polyvagal theory

- The developing brain in the context of learning and attachment.

3. Retained Reflexes

- What are they?
- How do they present?
- Implications of retained reflexes in children.

HOW?

Teachers will gain an understanding of the Implications for Classroom Practice by:

- learning Primary Movement exercises which can lead to the creation of reflex informed and brain friendly classrooms.
- gain an understanding of brain development and its developmental contribution to early childhood development and behaviours.

English and Literacy

PE2. Developing critical literacy in the primary classroom

Dr Donna Hazzard

WHY?

Children and young people encounter texts that shape beliefs, identities, and power relations daily; teachers need tools to help learners question whose voices are represented, whose are missing, and how meaning is constructed.

WHAT?

This one-day professional development session is designed to support teachers in responding to an increasingly complex, media-rich, and AI-influenced world. This course introduces key concepts of critical literacy, practical classroom strategies, and links to curriculum outcomes across subjects.

HOW?

Learning is interactive and collaborative, using discussion, real-world texts, modelled activities, and reflection to ensure strategies are immediately transferable to classroom practice.

PE3. Developing the Critical Writing Skills of Post-Primary Students: Agency, Voice and Accuracy

Dr Matthew Martin

WHY?

This one-day seminar is for three audiences:

- 1) School leaders wanting to improve the critical writing skills of students across subjects – and how they might support and lead teachers in rethinking their models of the writing process so as to achieve higher results in assessments.
- 2) Teachers in writing-intensive post-primary subject disciplines who wish to better understand the critical and argumentative writing process.

WHAT?

This seminar will review examples of problematic writing issues and apply different models of the writing process to find ways forward for particular students.

HOW?

Teachers will be invited in advance to submit (anonymously) samples of problematic writing for workshop purposes.

PE4. Extensive Processing Instruction – provision for language teachers
St. Paul's High School, Bessbrook

Information pending

Mathematics and numeracy

PE5. The ABC of Numeracy and Maths: Accessibility Barriers and Creativity in
Maths and Numeracy in the Primary School
Dr Geraldine Parks and Ms Julie Hamilton

WHY?

Many children face difficulties in maths and Numeracy. Children often hate Maths due to a combination of high-stakes pressure, anxiety, a lack of perceived real-world relevance, and a foundation-heavy learning structure where gaps in knowledge cause compounding frustration. Common causes include fear of making mistakes, tedious memorization over intuitive understanding, and rigid teaching methods.

WHAT?

This course is an introduction to barriers children (and sometimes adults) experience in maths and it can be followed up at a later date with a full Masters module. Over the two days we will examine the variety of barriers pupils face in Maths, from anxiety to dyscalculia, along with other Special Educational Needs. The course aims to build understanding of relevant diagnostic tools, data-informed interpretation, and the key building blocks of mathematical development.

HOW?

We will explore possible pedagogical approaches and strategies for making maths accessible to a wide range of pupils, including the role of creativity within maths teaching and learning, and the use of ICT to support learners. The course will draw on research-informed practice and participants' professional experiences to develop inclusive, meaningful approaches to Maths education.

PE6. The Elements of Excellence: A Journey through Euclidean Geometry

Dr Barry Doherty

WHY?

In line with the TransformED NI focus on a knowledge-rich curriculum, this course empowers teachers to become knowledge-rich practitioners by mastering the classical foundations of their subject.

WHAT?

Participants will explore Euclid's axiomatic system, linking GCSE constructions (such as bisectors and equilateral triangles) to original postulates. The session covers the elegant proof of Pythagoras, the origins of the Golden Ratio, and the limits of constructability regarding Mersenne Primes.

HOW?

This is a hands-on workshop where attendees move from physical ruler and compass constructions to dynamic digital modelling in GeoGebra, ensuring teachers leave with practical demonstration tools and a renewed joy for doing mathematics.

Technology

PE7. The STE(A)M Engine: Designing Interdisciplinary Circuits

Mr Bernard Noble

WHY?

STEAM is most effective when treated as a rigorous pedagogical framework rather than a series of isolated projects, allowing for the de-siloing of Science, Technology, Arts, and Mathematics.

WHAT?

The course aims to cultivate "human-centric" skills such as critical thinking, resilience, and collaborative problem-solving through cross-curricular inquiry.

HOW?

Educators will master a Rotational Learning Model to design high-impact "learning circuits" that maximize existing school resources.

PE8. Developing the digital literacy curriculum in the Primary school

Mr Noel Bradley

Information pending

PE9. Prompting with Purpose: Using Generative AI Effectively in Professional Practice

Karen McGivern

WHY?

This one-day introductory course recognises the growing presence of generative AI in education and supports teachers who are new to using these tools.

WHAT?

Designed specifically for beginners, it develops participants' understanding of how generative AI works, how to construct clear and effective prompts, and how to critically evaluate and refine AI-generated outputs for professional use.

HOW?

Through accessible input, live demonstrations using ChatGPT, Google Gemini and Microsoft Copilot, guided step-by-step practice and collaborative discussion, participants will apply structured prompting frameworks to real teaching tasks and leave with practical, reusable strategies to enhance teaching, learning and assessment.

PE10. AI for educators

Ms Claire Parks

WHY?

Generative AI acts as a powerful "copilot" that can supercharge productivity, yet it introduces significant risks such as fabrication, inherent bias, and data privacy concerns. Teachers must understand these dynamics to integrate the technology safely and responsibly.

WHAT?

This course explores the mechanics of Large Language Models and master "prompt engineering". You will examine real-world examples of how pupils currently use AI in schools across Northern Ireland, while covering digital literacy skills such as identifying algorithmic bias and safeguarding personal data.

HOW?

Adopting a "human-in-the-loop" methodology, the training features practical exercises where participants rewrite ineffective prompts and critically evaluate AI outputs. This ensures educators remain the "captain" of the journey, capable of steering tools like Copilot effectively.

PE11. Internet safety: A guide for educators

Ms Claire Parks

WHY?

With the digital landscape rapidly evolving through AI and new platforms, teachers must understand the complex online risks students face, from permanent digital footprints to privacy settings.

WHAT?

This CPD training covers critical safeguards, including understanding consent, identifying different types of "hackers," and navigating age restrictions on apps like Snapchat and Roblox. It clarifies the mechanisms for reporting cyberbullying and accessing support via CEOP to ensure robust safeguarding.

HOW?

The session utilises scenario-based learning, such as "permission missions," to help teachers guide student decision-making, while reviewing parental control tools and resources like Common Sense Media to better support the wider school community.

Creative Arts - Music

PE12. Progressing musical knowledge in the KS2 classroom: a practical course for non-specialists

Dr Frances Burgess

WHY?

Research shows that music teaching for non-specialists is a 'scary area' (Beauchamp and Harvey, 2006), and for many reasons, music lessons are disappearing from primary classrooms.

WHAT?

This interactive course gently encourages and equips primary teachers to plan effective music lessons that build children's knowledge and understanding of musical elements, through active listening and performing activities, and creative approaches.

HOW?

It begins with adaptable classroom warm-up activities, followed by a short seminar on current curriculum theories and frameworks in music education. The course then explores two teaching sequences and provides accompanying classroom resources and planning materials to enable teachers to 'have a go' in the upcoming academic year.

Creative Arts - Drama

PE13. Drama in the Primary Classroom

Mrs Mary Early

WHY?

Drama is vital to the NI Curriculum because it develops pupils' speaking and listening, fosters collaboration and empathy, and provides a powerful, active way to meet learning outcomes across literacy, arts and personal development. Using drama helps children make meaning, take risks in a safe environment and demonstrate understanding in creative, memorable ways.

WHAT?

Join a practical, hands-on day designed to help primary teachers use drama confidently across the NI Curriculum. You will leave with ready-to-use lesson ideas, classroom resources and a toolkit of drama strategies you can teach as a standalone subject or embed across topics to boost pupils' confidence, communication and creativity. Through active participation we will model and plan approaches you can use from September, covering: the role of drama in the NI Curriculum, establishing a class contract, warm-ups and cool-downs, physical theatre and mime, freeze frames, teacher-in-role, hot-seating, role play, puppetry, dramatising stories and poetry, short plays and improvisation, use of props and music, and techniques to develop pupils' imagination.

HOW?

This day is skills-focused and collaborative — come ready to take part in practical activities. Please wear loose, comfortable clothing and suitable footwear. You will

finish the course with classroom-ready strategies to engage, motivate and develop your pupils.

The World Around Us

PE14. Understanding Our World: World Around Us / Environment & Society in the Primary Classroom (Key Stage 2)

Mr Paud Loughran

WHY?

In response to growing environmental challenges and the increasing emphasis on sustainability within the NI curriculum and Transform ED proposals, this course explores how schools can develop informed, responsible learners. This course is designed for KS2 teachers who want to strengthen pupils' understanding of the world around them and their place within it.

WHAT?

The session focuses on key issues such as citizenship, resource use and human impact, alongside outdoor learning and ETI self-evaluation of this area.

HOW?

Through practical, enquiry-based and reflective approaches, teachers will experience active strategies that are age-appropriate, motivating, and directly transferable to KS2 classrooms.

Learning for Life and Work

PE15. Global Citizenship

Prof. Gerard McCann

WHY?

This course on Global Citizenship Education (GCE) aims to prepare educationalists for learning, researching, and teaching in an increasingly complex, interdependent, interconnected, and rapidly changing world. Working from a theoretical base of critical thinking and transitional education methodology it aims to foster the knowledge, skills, and values necessary to understand and address global challenges—such as climate change, inequality, and conflict—and to frame a pedagogy which will enable learners to act as responsible global citizens.

WHAT?

There are three distinct aims:

1. Critical thinking and competencies - Theory into Practice: Students learn to analyse complex global problems, challenge stereotypes, and question misinformation or propaganda. Fostering an ability to see situations from multiple viewpoints, learning to promote empathy and how to address societal intolerance – confronting 'othering'.
2. Understanding Global Systems: Understanding the economic, cultural, political, and environmental links between their own lives and those of people globally. Assessing the necessity of learning for agency and sustainability. It prepares students to tackle issues that transcend national boundaries, such

as pandemics, migration, and climate change, which require collaborative, cross-border solutions.

3. **Fostering Global Citizenship in Education:** The course will define cultural awareness, encouraging respect for diversity and the ability to operate effectively across different cultural, political, and regulatory environments. It engenders a sense of active citizenship and empowers students to act as "global citizens" who can make a difference in their local, national, and global communities. It will bring forward the value of "durable skills" such as collaboration, communication, and cross-cultural competence and prepare learners for, and to compete in an internationalising work environment.

HOW?

The Global Citizenship Education course employs a blend of learner-centred pedagogical approaches aimed at developing critical thinking, collaboration, and empathy. It will enhance the sense of agency for the students and introduce teaching and learning cultures and practices currently best practice in international education. Key methods include inquiry-based learning, problem-based projects, resource adaptation, communities of practice, and the use of technology including artificial intelligence to encourage active participation.

GAELOIDEACHAS/ IRISH MEDIUM EDUCATION

IME1. Teanga an tSeomra

Mr Padaí de Bléine and Dr Seán Mac Corraidh

WHY?

The course aims to focus on the grammatical accuracy of classroom language. Words, phrases and idioms used in everyday life in the classroom will be emphasised and the grammar associated with them. There will be a focus on vocabulary, phrases and expression of classroom language in their various grammatical forms.

WHAT?

The course will be a one-day team-teaching course. There will be the opportunity to take part in pair work groupwork and workshop activities. Idiomatic, rich and figurative language in the forms of proverbs, similes and greetings from the writings of Séamus Ó Grianna appropriate for the classroom will be explored.

HOW?

The following texts will be used:

- Gramadach na Gaeilge An Caigdeán Oifigiúil,
- Gramadach Gan Stró Eagrán 4,
- Cruinneas le hAntain Mac Lochlainn,
- Ó Bhéarla go Gaeilge le hAntain Mac Lochlainn agus
- Deisimir le hAnraí Mac Giolla Chomhaill.
- *Teanga Mháire* le hAilbhe Ó Corráin
- *Concordance of Idiomatic Expressions in the Writings of Séamus Ó Grianna* le hAilbhe Ó Corráin
- *Saothar Mháire agus 'rún' na Gaeilge* le Seán Mac Corraidh

IME2. Navigating the complex intersection of SBEW and Neurodiversity needs for pupils in an Irish-medium mainstream setting

Ms Caoimhe Rea

WHY?

Now, more than ever before, the complex needs of children within mainstream settings are increasing, SBEW (1,990 children and young people on CAHMS waiting list at March 2024) and ASD (As of 2024/25, 5.9 % school age children now identified as ASD, a 62% increase in diagnosis over the last 5 years Autism NI). Furthermore, the TransformEd NI SEN Reform Agenda and Delivery Plan 2025-2030 identified 20% of primary aged Children with SBEW needs, and 18% as having Social Communication and Interaction Difficulties. This places immense pressure on educators to adapt their teaching styles to facilitate the inclusion of all such needs, and more, within the mainstream classroom setting.

WHAT?

The course will aim to examine the complex crossover between pupils presenting with neurodivergent needs such as PDA and ODD and SBEW, and how current pedagogical strategies can support inclusion.

HOW?

Participants will critically assess the functional value of a SBEW anchored curriculum to support the inclusion of pupils' readiness to learn.

Furthermore, participants will explore a variety of supportive frameworks, STAR observations, Farouk model and Pupil Passports, and have opportunities to apply these to relevant case studies highlighting the daily complexities of supporting pupils with a complex interaction of SBEW and neurodiverse needs.

IME3. Spoken Irish as an essential resource for learning in the Irish-medium primary school: enabling pupils' progress

Dr Gabrielle Nig Uidhr, Ms Aingeal Nic an tSábhaisigh and Dr Thomas Rogan

WHY?

A compelling body of research points to an impactful connection between children's oracy skills and a wide range of cognitive, social and emotional and life outcomes. Immersion education is underpinned by foundations where oracy skills are at the core. Therefore, stakes are exceptionally high.

WHAT?

The Irish-medium teacher is trained to create the learning environment necessary for language acquisition, enabling and equipping children with the tools for building and effectively using oracy skills in Irish and English. This one day course aims to support Irish-medium teachers in that work.

HOW?

This interactive workshop will including comfort breaks and lunch break.

Le foilsiú an Chreata Teanga i mbliana, tá aird dírithe arís ar an "Labharthacht" nó an Teanga ó Bhéal i measc na ndaltaí sa Ghaeloideachas. Tá sé ríthábhachtach go mbíonn múinteoirí i suíomh tumoideachais eolach ar an ghné seo agus go mbíonn siad ag pleanáil chun an labharthacht a éascú ina gcuid ceachtanna. Tríd an labharthacht forbraíonn na daltaí a gcuid tuisceana sa dara teanga mar aon lena

gcuid scileanna éisteachta. Cuidíonn sé leo chomh maith a gcuid smaointe féin a chur i bhfriotal go soiléir agus na smaointe sin a chur in iúl do dhaoine eile. Dá bharr sin ar fad, beidh fócas an chúrsa seo ar an Labharthacht. Amharcfaidh muid ar dhóigheanna ar féidir an Teanga ó Bhéal a chur chun cinn sa seomra ranga trí chluichí agus an fhoghlaim ghníomhach. Ina theannta sin, míneofar do mhúinteoirí spriocanna an Chreata Teanga agus pléifear smaointe agus áiseanna cuí a chuideoidh leo na spriocanna sin a bhaint amach ag leibhéal atá oiriúnach dá gcuid ranganna.