



Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Supporting the Inclusion of EAL Learners in Primary Schools

Two Part Online Professional Learning Experience

PART ONE

2025-2026



Working Together Protocols



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Mute microphones unless prompted

Please switch on your camera

Use chat box for questions during the session

For GDPR- no screenshots or recording of the screen





Supports

- Go to www.oide.ie >Primary> Inclusive Education> EAL> Professional Learning Materials to view this PowerPoint Presentation
- Go to www.oide.ie >Primary> Inclusive Education> EAL> Resources to view the Padlet for EAL



Introductions



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Please use the chat box to
introduce yourself

Say HELLO
In any language you
know!



Two Part PLE



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Part One

**EAL Learners in Context and
EAL Pedagogies**

Part Two

**Teaching, Learning and
Assessment for EAL Learners**



EAL Learners in Context

- Build awareness of EAL Learners in our schools and the need for a strengths/assets-based approach.
- Explore ways to make EAL learners and their families feel welcome.
- Identify some translation tools to support communication with families.



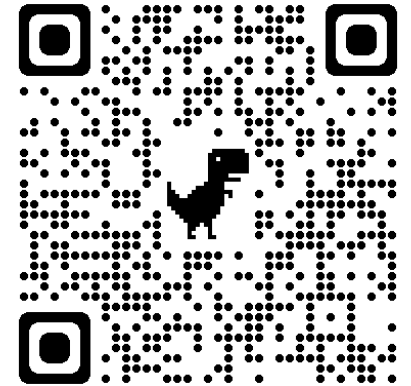
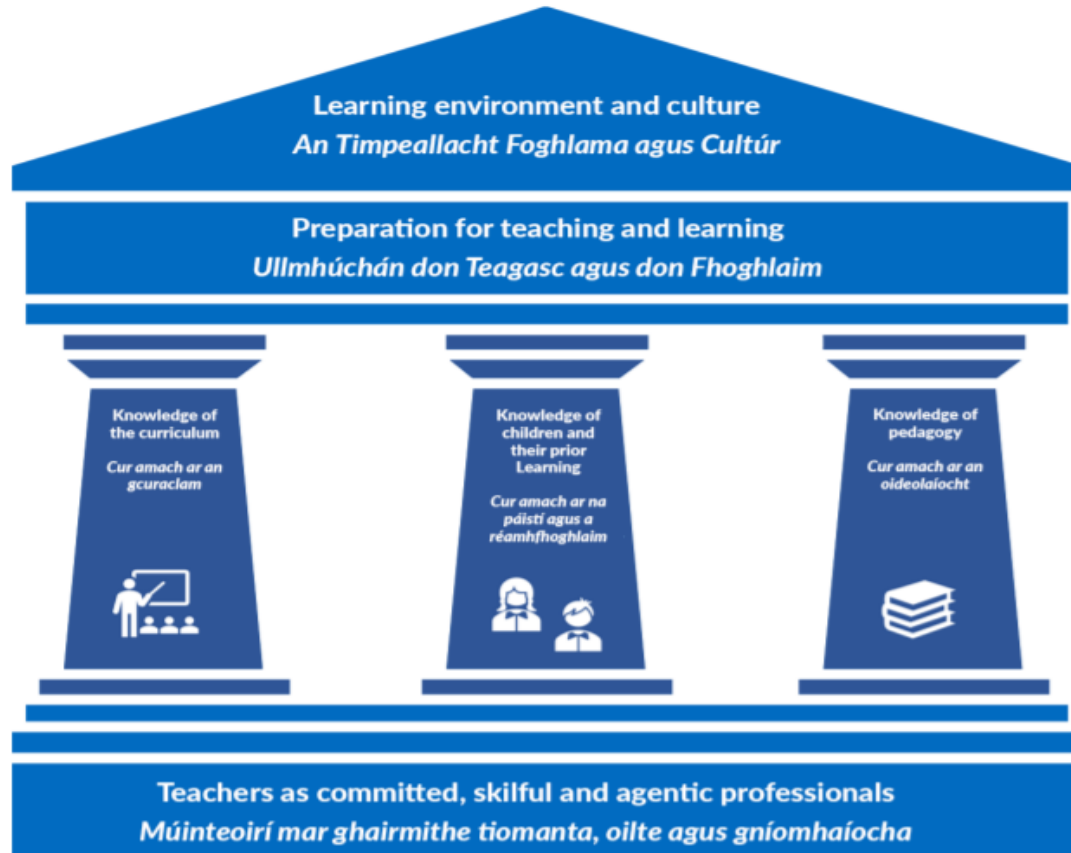
EAL pedagogies

- Build awareness of BICS and CALP
- Explore how language develops for a Language Learner
- Explore Plurilingualism

Preparation for Teaching and Learning



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Key Messages



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An **inclusive school culture** is one that provides opportunities for EAL learners to **use their home language** to help them **access the overall curriculum** and **participate fully in school life**.

A classroom environment in which **communication is valued and promoted** will support **the inclusion of all learners** and the development of their **linguistic repertoire across multiple languages**.

Collaboration between all school staff is essential for fostering an **inclusive learning environment** that supports EAL learners.

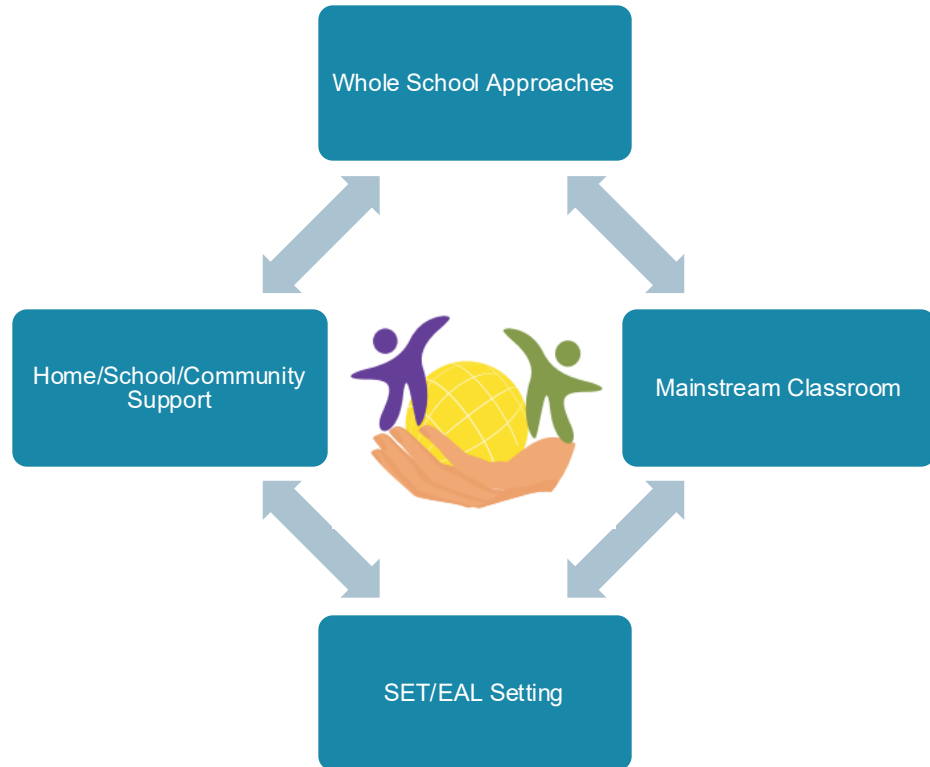
The Primary Language Curriculum reflects the **linguistic and cultural diversity** visible in Primary schools and supports all learners in their language learning and development.

Inclusion

Supporting EAL Learners Supports **All** Learners.



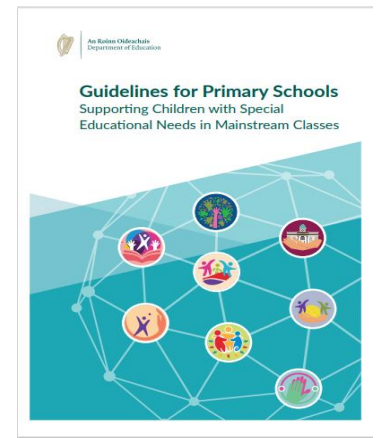
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Inclusion is the responsibility of the whole school community with a shared understanding of the need for all to experience belonging and connectedness, and a sense of being valued members of that community.

An inclusive school culture ensures that, to the greatest extent possible, learners can be present, participate, achieve and be supported in mainstream education settings

DE, 2024, p.8



Continuum of Support and EAL learners

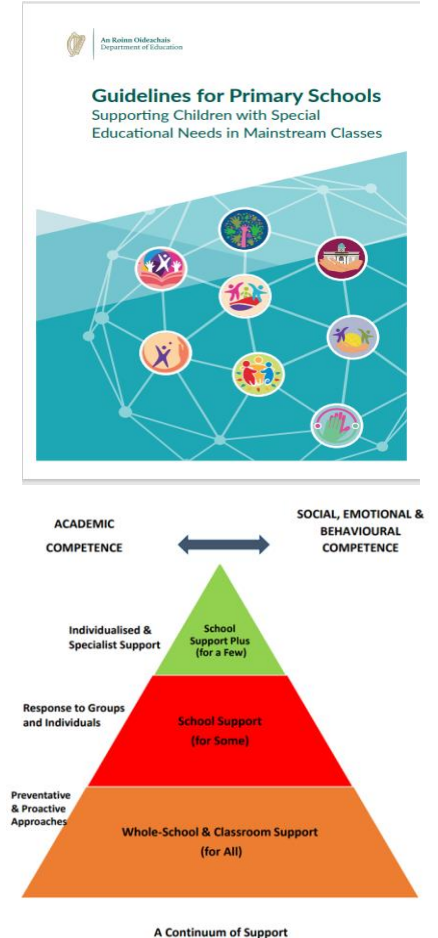


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Schools use the Continuum of Support framework to identify learning needs, plan, implement and review intervention for all children.

This is consistent with a unified and coordinated approach to planning.

Guidelines for Primary Schools 2024 p.17



Knowledge of the EAL Learner



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Using Inclusive Language



Who are EAL Learners?



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"I am 5 year old Polish girl in Senior Infants. My parents moved to Ireland before I was born. I speak Polish at home with my family."

Zofia

"I am 7 year old Bulgarian boy who has recently arrived in Ireland. I am in 1st Class. I have no experience of formal schooling, I do not yet speak English. We speak Bulgarian at home."

Anton

"I am a 9 year old Georgian boy who lives in an International Protection Accommodation Centre (Direct Provision) with my parents and sister. I arrived in Ireland in September 2024 and have started to learn English."

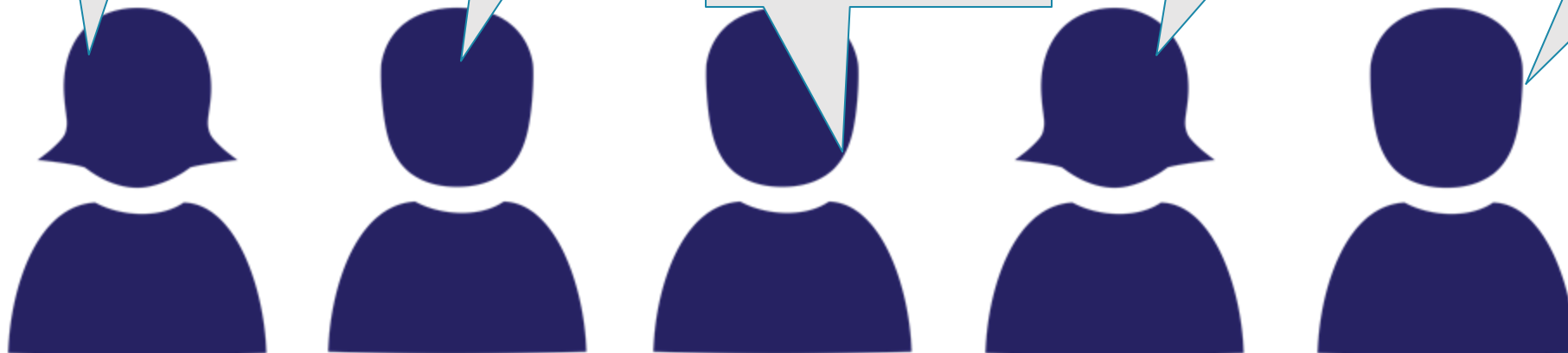
Zurab

"I am a 7 year old Roma girl, I was born in Ireland. I started school this year. I live with my extended family and my older sister is the first person to read and write in my family."

Elena

"I am ten years old, I moved here with my mother from Ukraine three weeks ago to live with my cousins. I speak Russian and Ukrainian and I love building lego."

Igor



Inclusion of EAL learners



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In what ways
are we
supporting EAL
learners ?

I want
to feel
safe

I want
to feel
like I
belong

I want to form
relationships
with my
classmates and
teachers



I want my
unique
strengths and
talents to be
noticed

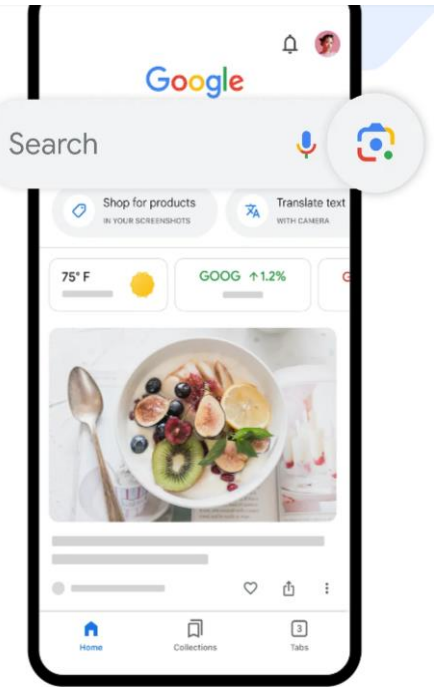
I want to
succeed

Supporting EAL Learners & Families



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- Tour of School
- School Enrolment Forms and EAL data capture form
- School Website
- Welcome booklets/Welcome letter
- Dept of Education information
- Social Media
- Daily school communications
- Multilingual Meetings



**Oide Primary EAL Padlet
Panels 3 - 6**

A Strengths Based/Assets Based Approach



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“What will happen when we think about what is right with people rather than fixating on what is wrong with them?”

Donald Clifton





Support Materials: Insights series

Department of Education and Youth

Nurturing English as an Additional Language – Primary Schools



Nurturing English as an Additional Language – Parents



Padlet Panel 18: Teacher Professional learning

Break



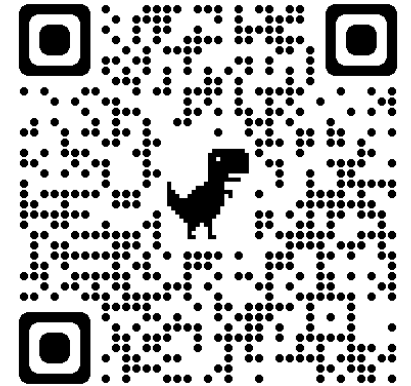
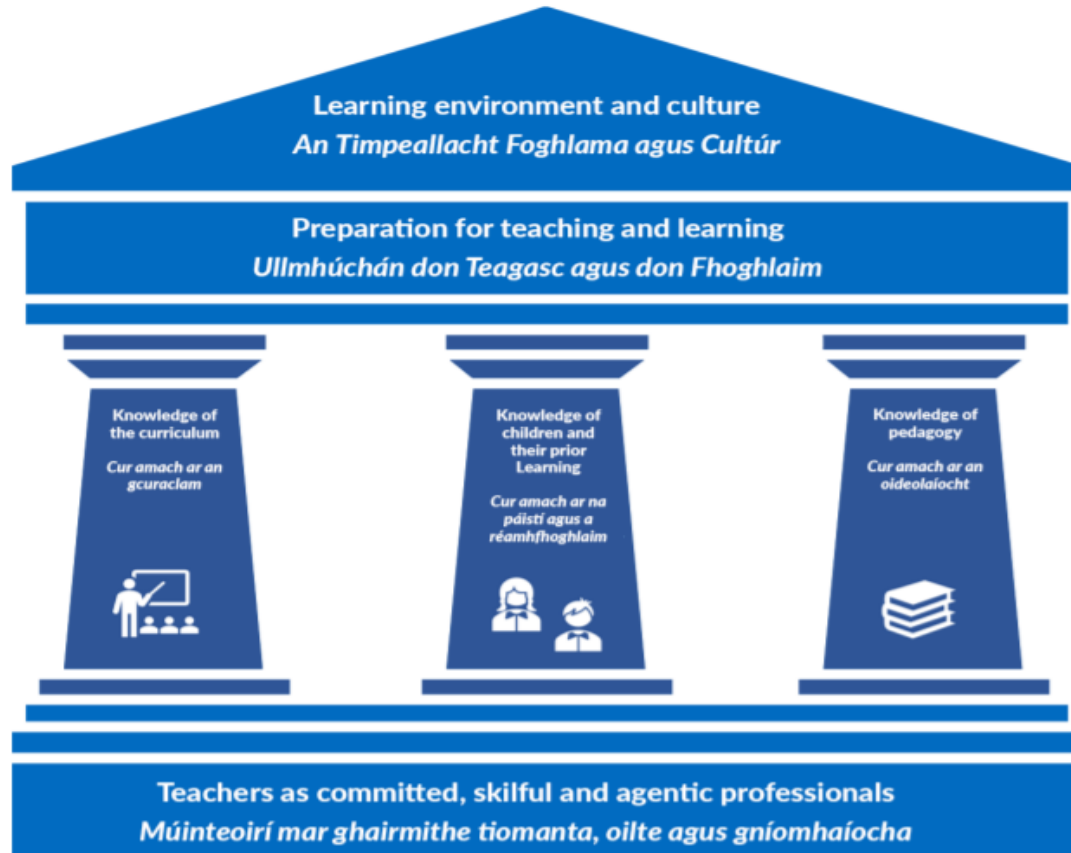
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Preparation for Teaching and Learning



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Cummins' Iceberg Theory of Language Development





Knowledge of Pedagogy

Cummins' Iceberg Theory of Language Development

- Pre-Production (Silent Period)
- BICS up to 2 years
- CALP 5 – 7 years

It can take a long time to learn a language!!

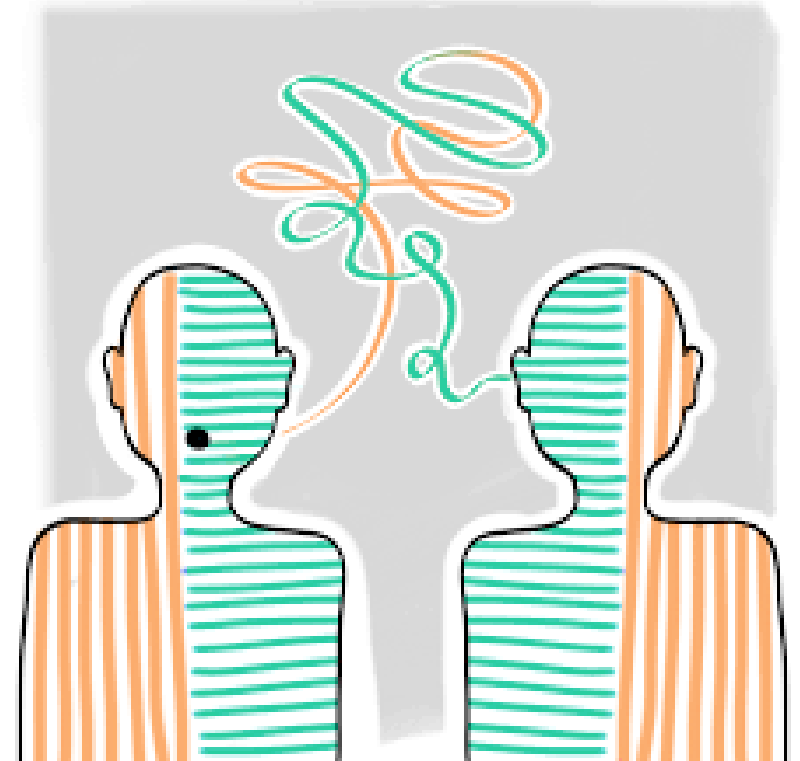


What to Expect During the Stages of Second/Additional Language Acquisition



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- Children may engage in a “**silent phase.**”
- Children may **code-switch.**
- Children may use **supports/scaffolding** to communicate needs and wants.
- **Promote the use of home languages** whilst acquiring additional languages



Knowledge of Pedagogy



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Jim Cummins' Iceberg Theory of Language Development



Knowledge of Pedagogy



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Role of the Class Teacher:

The class teacher has primary responsibility for the education of all pupils in their classes.

Accordingly, they should ensure that they **prepare their lessons carefully to address the diverse language needs** within the classroom. Consideration should be given to **pupils' language needs in support of their overall classroom participation** (or BICS needs) as well as the need to appropriately structure learning experiences to **support pupils' understanding of curriculum concepts** (CALP).



Knowledge of Pedagogy

Role of the EAL/SET Teacher

EAL language support teachers **provide support and reinforcement to the pupil's language learning both in mainstream settings, through team teaching approaches or through support lessons**, if required. They may find themselves **supporting the pupil's BICS/CALP** to varying degrees depending on overall language progression and need. This may include **shorter periods of focus primarily BICS and/or CALP** needs as well as more **sustained periods on CALP development** in particular given its necessity for **widespread curriculum access and understanding**.

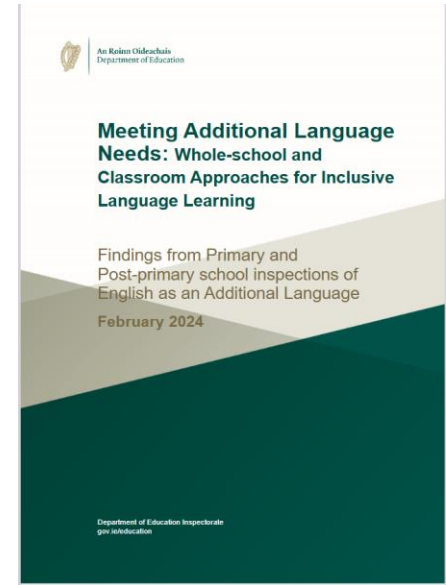
Knowledge of Pedagogy



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Home Language

Effective practice for children and young people learning EAL requires schools to **acknowledge and foster their home languages**. By **using and maintaining the home language**, children and young people can **better access and understand academic content** appropriate to their age and stage of development in the second language. Maintaining the home language also serves to **recognise and support the child's identity and sense of self**, which are important contributors to **overall wellbeing**.



Circular 0011/2025

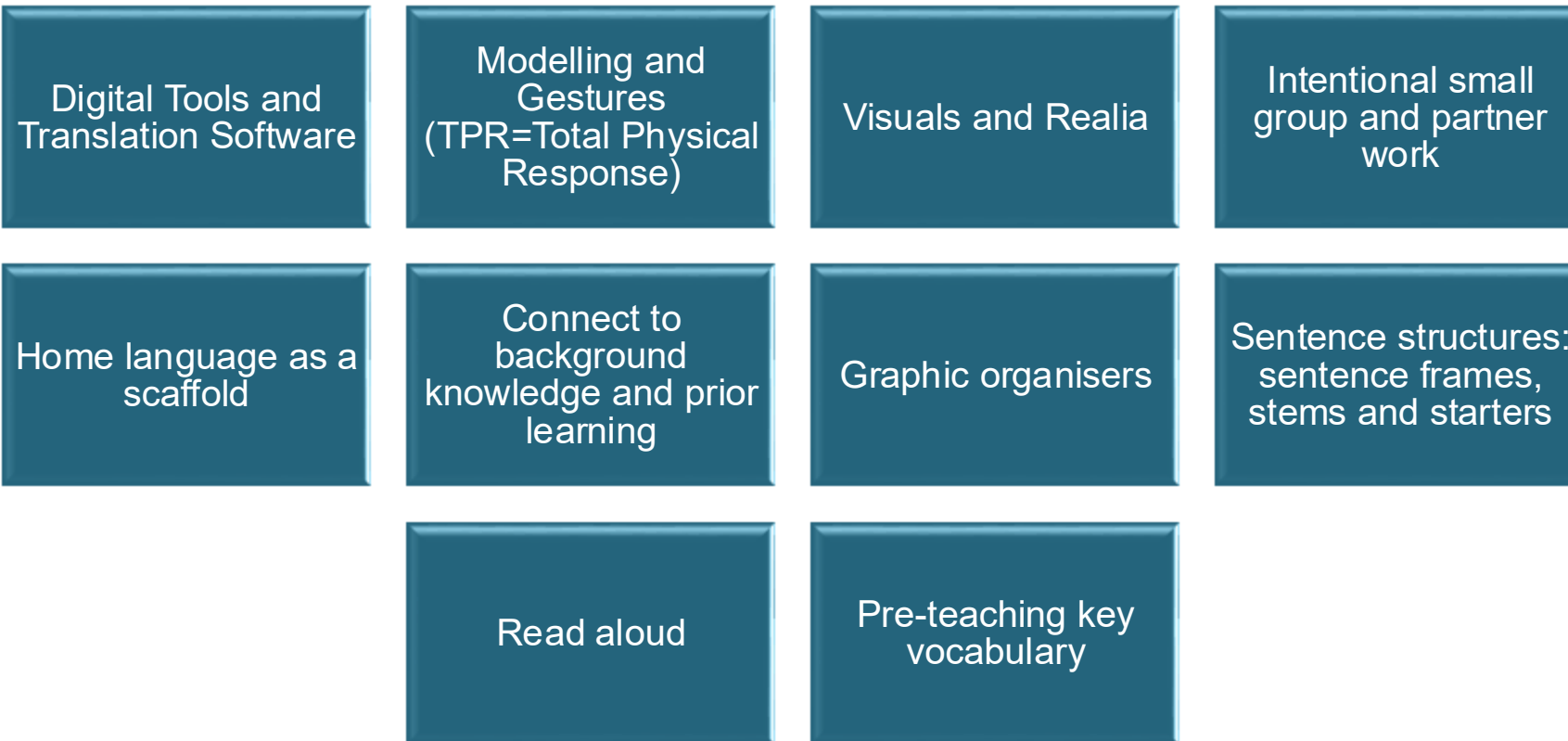
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Use Scaffolding Strategies



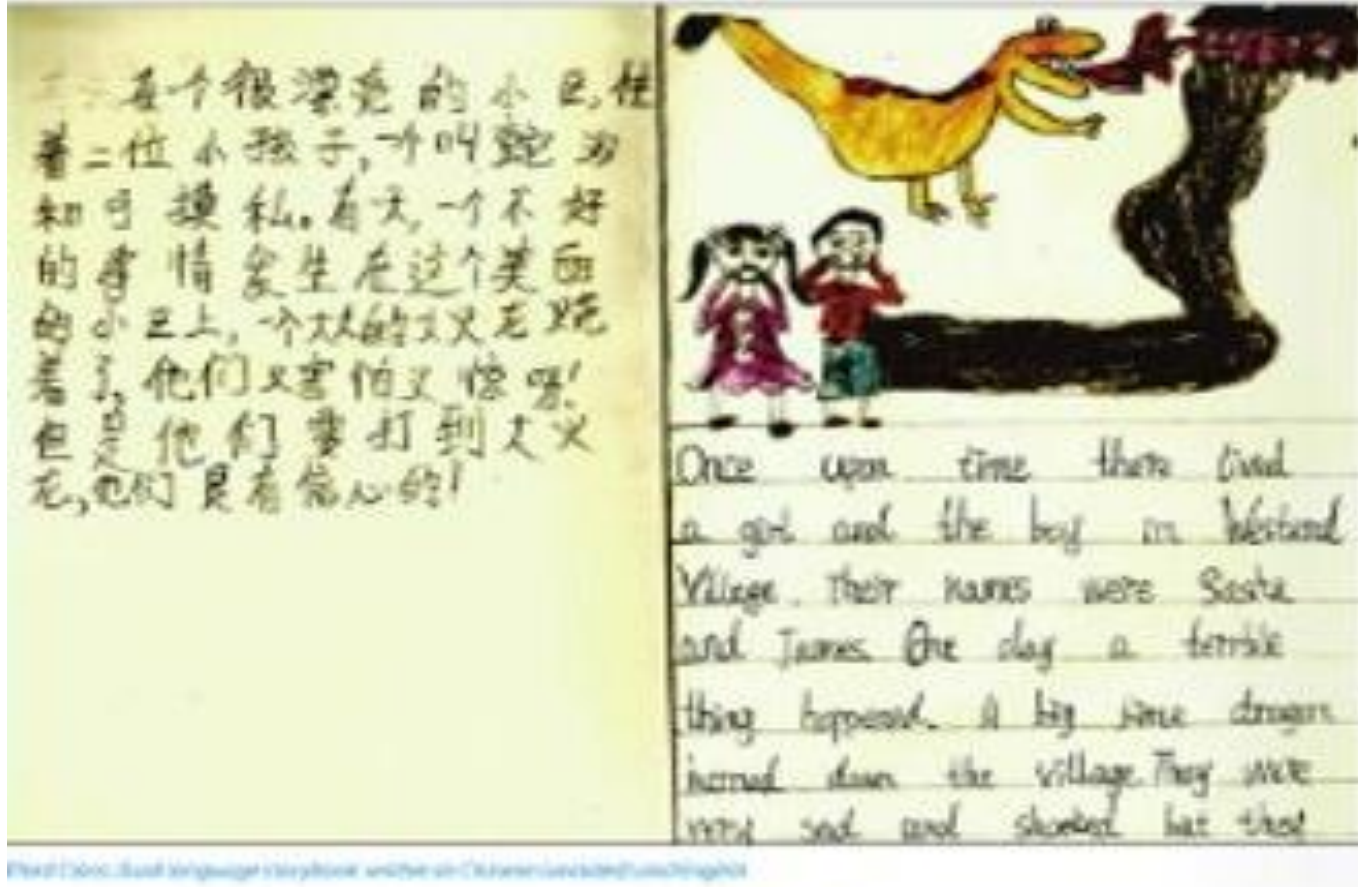
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Plurilingualism in Action



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*"When you
bring in the
home
languages the
lights come on"*

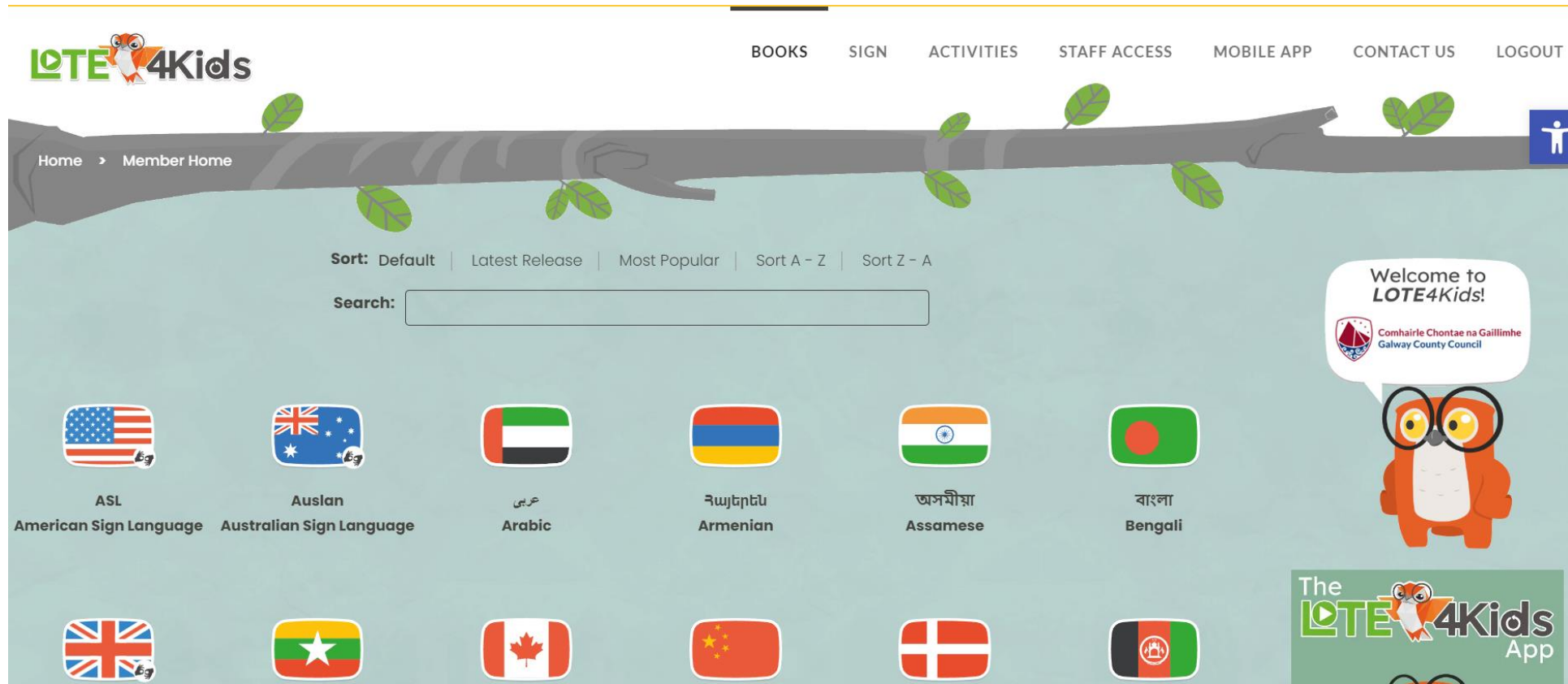
Dr. Déirdre Kirwan

Lote4Kids Dual Language Stories

(FREE with Library Card)



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A Curriculum for All Learners



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'The Primary Language Curriculum is an integrated curriculum that emphasises connections within and across languages and promotes high-quality language learning. It encourages a plurilingual approach to language learning and teaching that draws on the knowledge and experiences of languages that children bring to the classroom.'

Language Curriculum 2025

'Underpinning this is the recognition that every child has their own unique linguistic repertoire which is shaped by their experiences since birth.'

Language Curriculum 2025



**What is your key
takeaway
in terms of
EAL Learners?**

End of Part One



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Date and time of next session



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Supporting the Professional
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Supporting the Inclusion of EAL Learners in Primary Schools

Two Part Online Professional Learning Experience

PART TWO

2025-2026

Working Together Protocols



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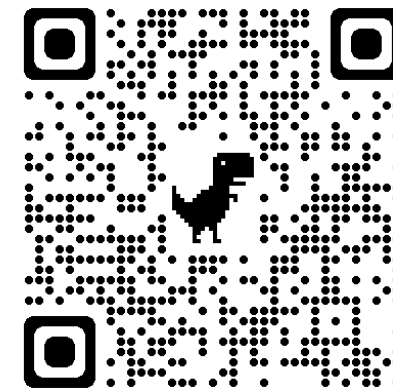
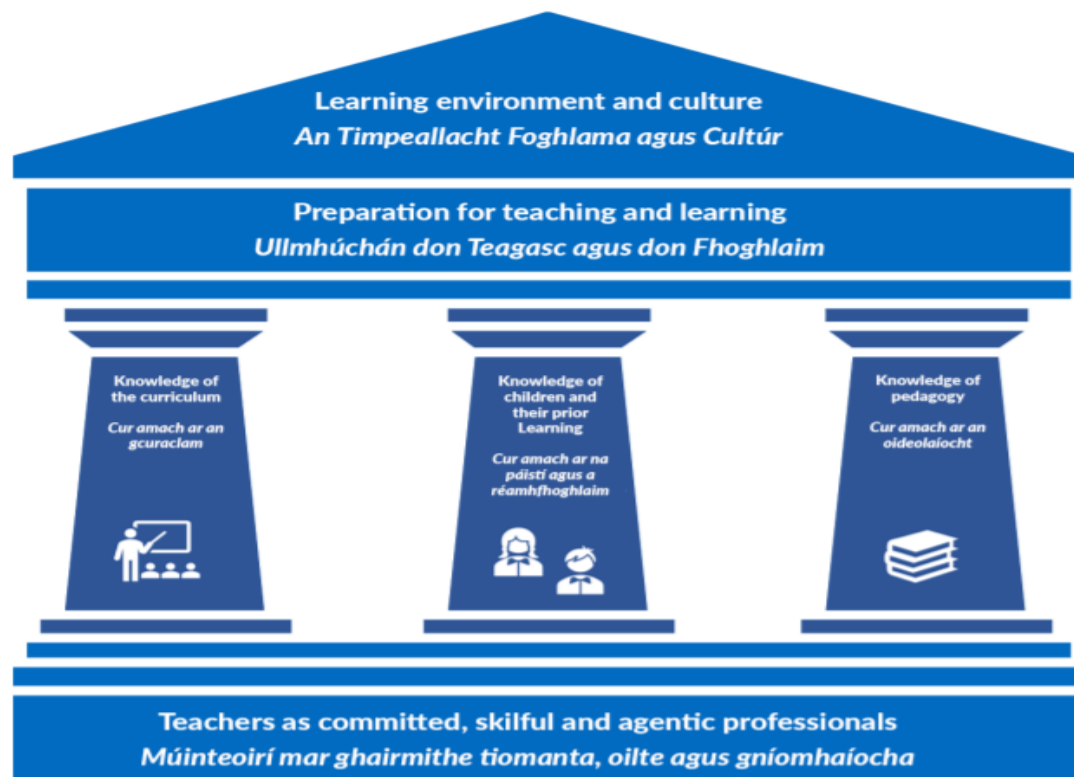
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Guidance for Preparation for Teaching and Learning



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Supporting the Professional
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Teaching, Learning & Assessment for EAL Learners

- explore teaching, learning and assessment strategies to support EAL learners.
- be aware of the supports available through Oide for the Inclusion of EAL learners for whole school, classroom and SET/EAL contexts.

Key Messages



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An **inclusive school culture** is one that provides opportunities for EAL learners to **use their home language** to help them **access the overall curriculum** and **participate fully in school life**.

A classroom environment in which **communication is valued and promoted** will support **the inclusion of all learners** and the development of their **linguistic repertoire across multiple languages**.

Collaboration between **all school staff** is essential for fostering **an inclusive learning environment** that supports EAL learners.

The Primary Language Curriculum reflects the **linguistic and cultural diversity** visible in Primary schools and supports all learners in their language learning and development.

Cummins' Iceberg Theory of Language Development



Knowledge of the Curriculum

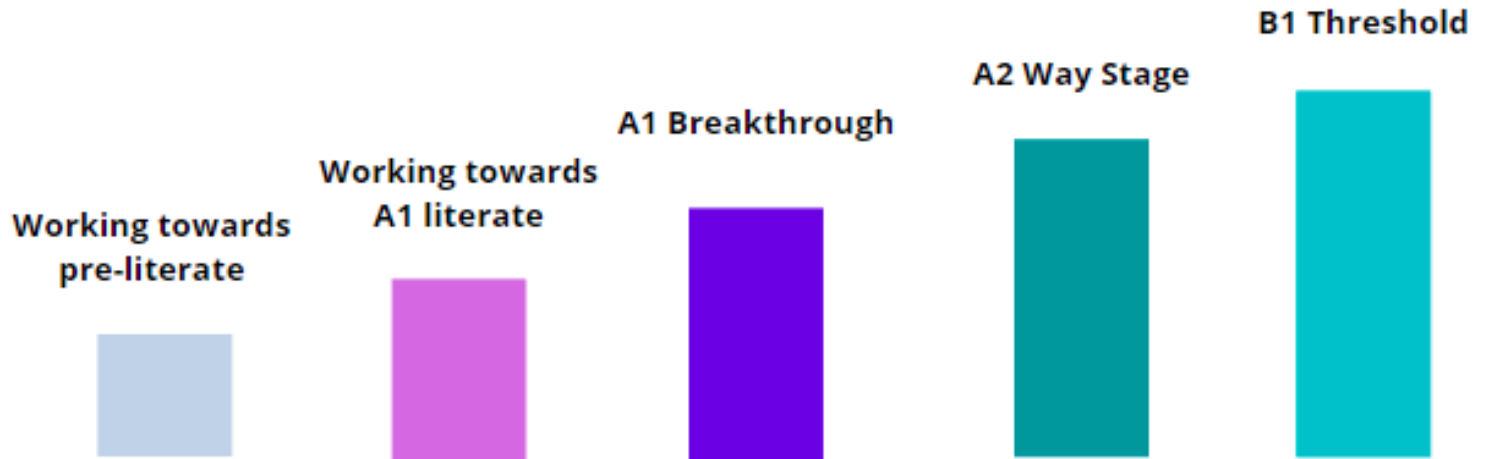
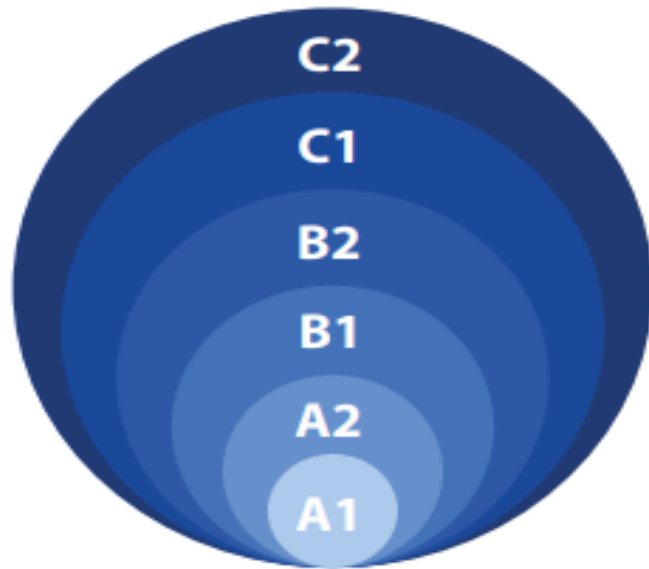
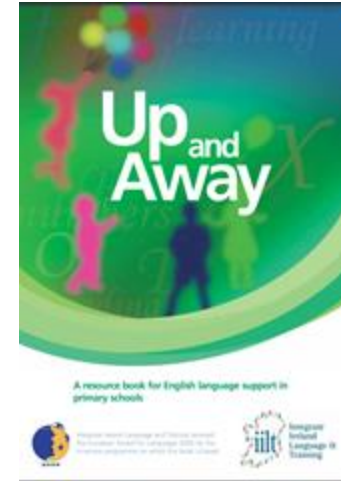


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Assessing Language Proficiency

**CEFR Language Proficiency Levels:
Common European Framework for
References of Languages**

13 Themes based
on CEFR Levels



Knowledge of the Curriculum



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Assessing Language Proficiency



- There are three sets of assessments of the Primary School Assessment Kit (PSAK):
 - SET 1 (Placement)
 - SET 2
 - SET 3
- Assessments are carried out for each of the four skills; listening, speaking, reading, and writing.
- The PSAK is the tool teachers use to assess Language Proficiency in Irish Primary Schools.



Knowledge of the Curriculum

Primary School Assessment Kit Administration

- PSAK SET 1 (Placement) Test for new entrants should be administered three to four weeks after the EAL learner has arrived in the country.
- There are no specific timeframes for the administration of the remaining sets (SET 2 and SET 3) of the PSAK.* Teachers are best placed to decide where to begin the test using their knowledge of the EAL learner.
- For learners who have been tested previously using the PSAK, the teacher may decide to resume the test where they left off, to begin a new set or to start at a lower point on the test.
- It is not advisable or beneficial to test pupils on the PSAK multiple times a year.

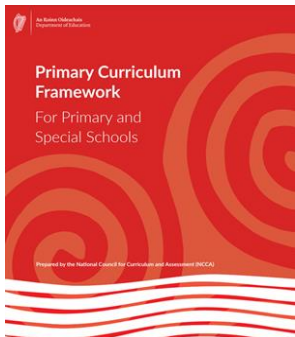
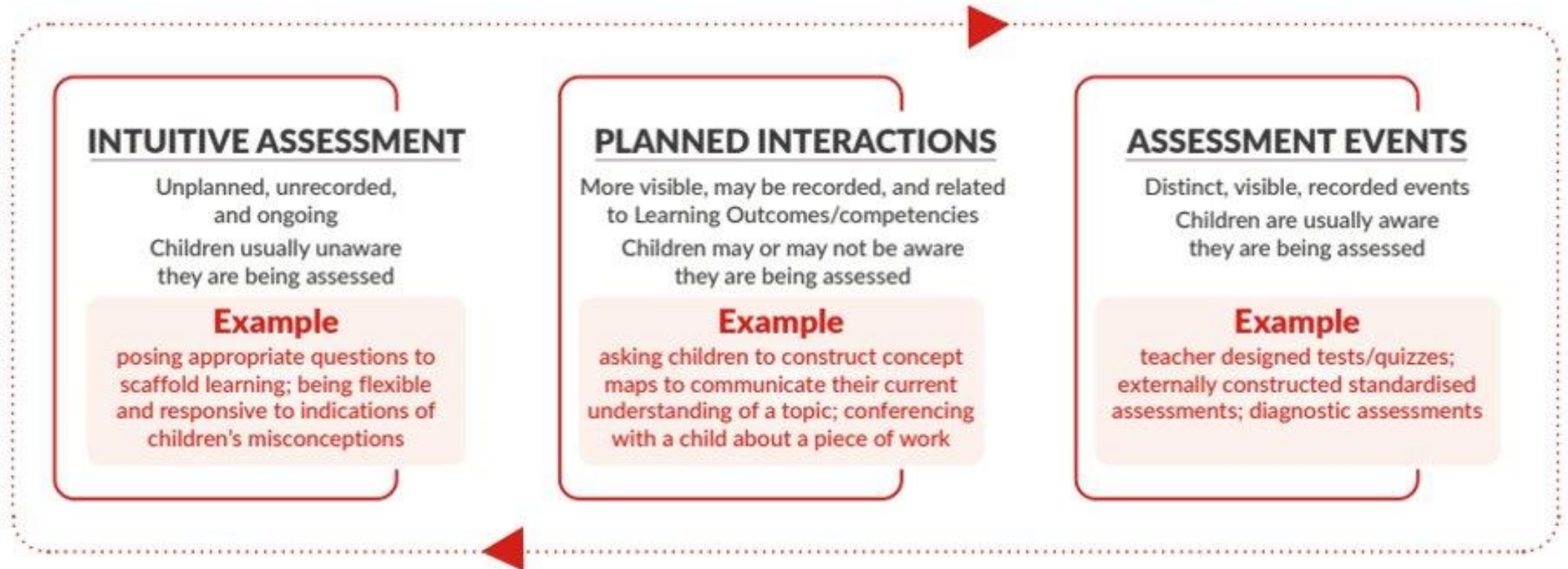
*The PSAK results for Criteria B pupils should be within three months of application. The rationale for this is to ensure the language proficiency benchmarks of the learners requiring support for EAL are current. Schools must retain the records of the language assessment as well as the most current allocations form Prim-EAL 2025-2026.

Primary Curriculum Framework

Continuum of Assessment



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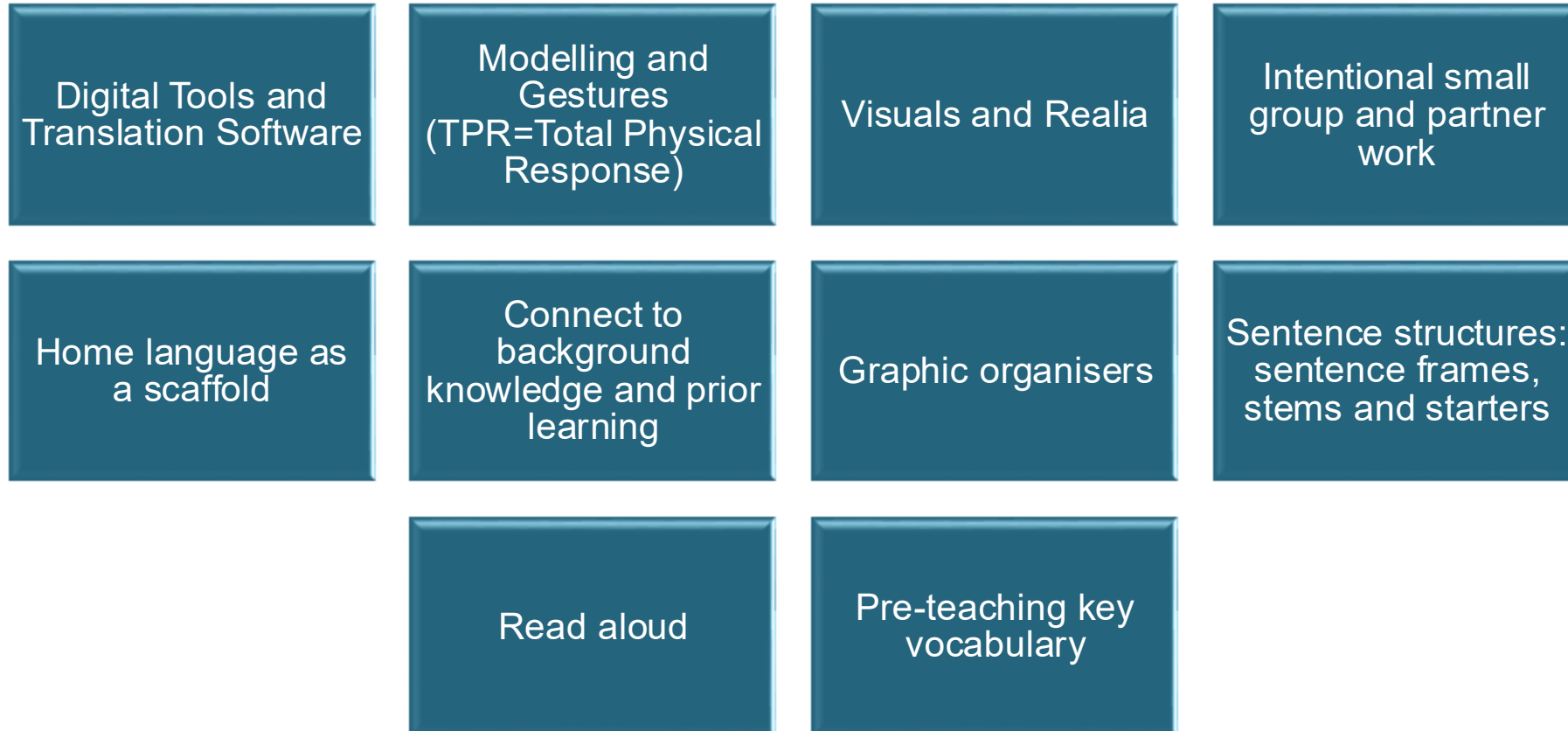


Teaching and Learning

Use Scaffolding Strategies



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What scaffolding strategies are working well for you?



Go to Breakout Room (7min)
and return to share
ONE example
of good practice in relation to
the Scaffolding Strategies

Break



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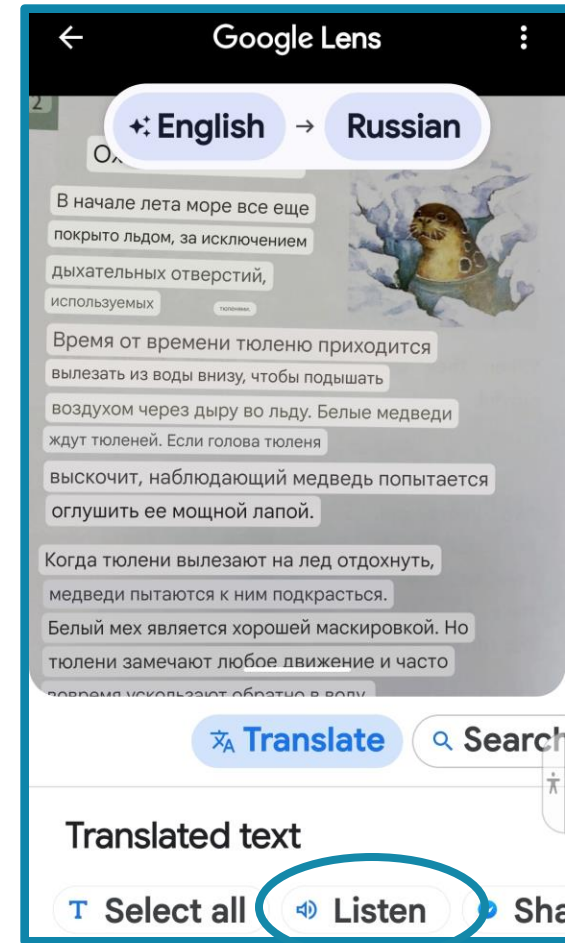
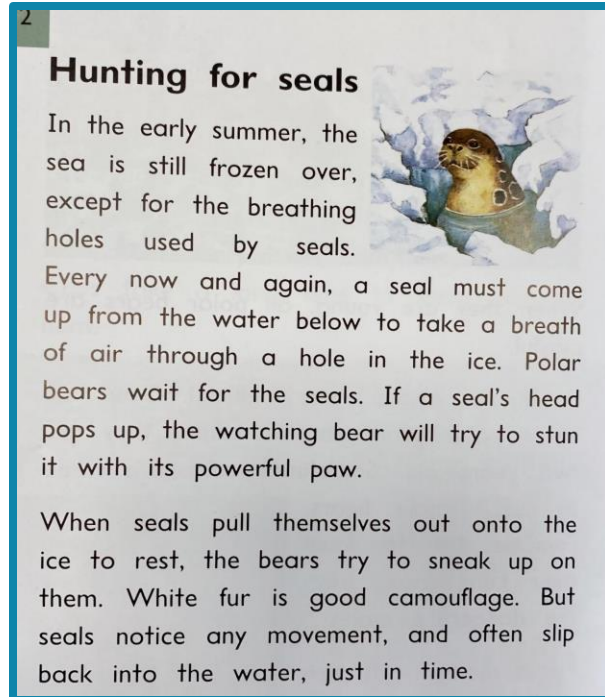
Accessing the Curriculum



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Google Lens






Using Book Creator to Support Language Learners





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It was May 13, 2003 when I was born in a hospital at Kabul, Afghanistan. Before I was born my parents chose the name Sajjad for me.

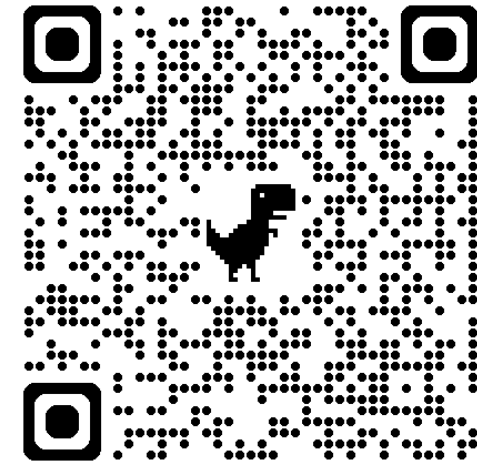


I looked at my mom and I saw her cooking food for us and our guests my uncles and aunts. I heard chattering in living room where everybody was sitting.



این ممکن است به 13 بود، 2003 زمانی که من در یک بیمارستان در کابل، افغانستان متولد شد. قبل از اینکه من به دنیا آمد پدر و مادرم نام مرا انتخاب کرد سجاد .

من به مادرم زد نگاه کرد و من غذا پخت و پز خود را برای ما و مهمانان ما عمه ها و خاله من دیدم. من شنیده ام قروچه در اتاق نشیمن که در آن همه نشسته بود



Teaching Vocabulary



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**Pre-teach
Vocabulary**

**Provide
Visuals**

**Graphic
Organiser**

**Word
Association**

**Teach Words
in Context**

**Personal
Bilingual
Glossary**

**Examples/
Non-Examples**

Morphology

**Commitment
to use**

Frayer Model of Vocabulary - Shark

<p><u>My Definition (<i>in my own language or words</i>)</u></p>	<p><u>Facts/Characteristics</u></p> <ul style="list-style-type: none">-Sharks have no bones-Cold-blooded-Good eyesight
<p><u>Examples / Non-Examples</u></p> <ul style="list-style-type: none">-Baby sharks / Octopus-Hammerhead / Dolphin	<p><u>My word in a sentence</u></p> <p>The whale shark is the biggest shark in the world.</p> <p><u>Sentence Frame</u></p> <p>A _____ is bigger than a _____.</p>



Pre-teaching Key Vocabulary



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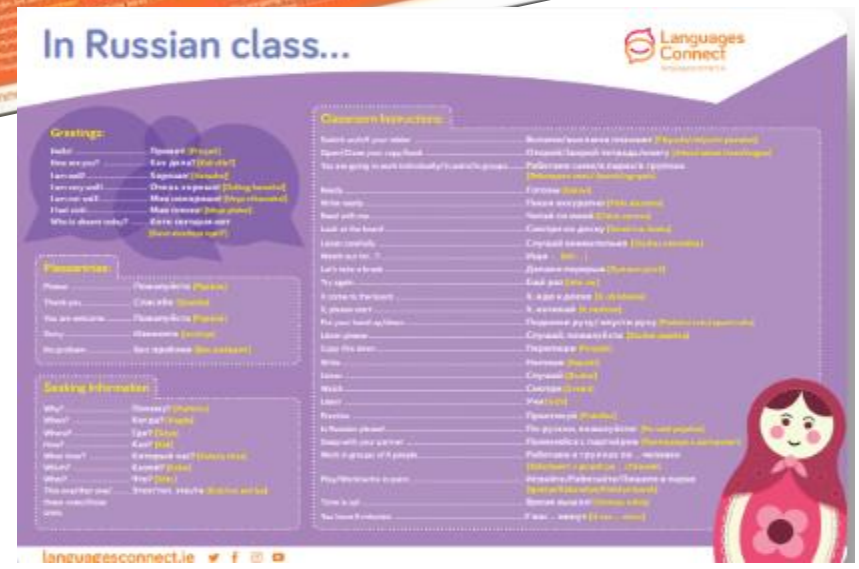


A	B	C	D
English	Arabic	French	Irish
blue	أزرق	bleu	gorm
red	أحمر	rouge	dearg
yellow	أصفر	jaune	buí
green	أخضر	vert	glas
orange	البرتقالي	orange	Oráiste

Bilingual Language Mats



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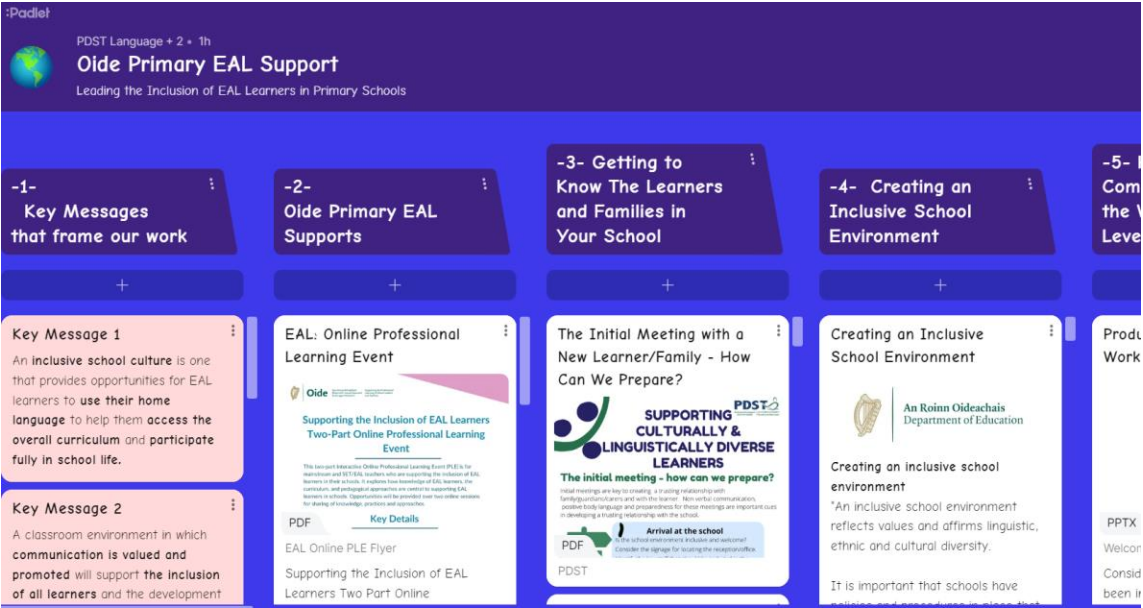


- Phonological Awareness and Phonemic Awareness
- Conventions of Print
- Word Recognition and Decoding
- Spelling Strategies
- Comprehension Strategies
- Syntax
- Writing to Communicate
- Writing Process

EAL Supports for Schools



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Digital Technology Droichead Induction Primary Post-Primary Irish-medium Education Leadership

Droichead

Coming Soon

Junior Cycle Registration

Apply/Book Here

Primary and Post-primary School Support

Apply/Book Here

Oide Primary EAL Padlet

Oide School Support for EAL

Oide Inclusion Seminars series in Education Centres (Term 2 2026)



@OideInclusiveEd

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NEPS Supports



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An Roinn Oideachais
agus Oige
Department of
Education and Youth

An tSeirbhís Náisiúnta
Síceolaíochta Oideachais
National Educational
Psychological Service

For more information,
please see Panel 16 of the
Oide Primary EAL Padlet.

Register for NEPS courses
through your local
Education Centre.

NEPS Support and Development for Primary Schools

For more details and to register visit: www.esci.ie



Embracing Cultural and Linguistic Diversity

This webinar reflects on cultural and linguistic diversity in Ireland and provides examples of good practice in schools.

Webinar 1: 3.30pm – 4.15pm Wednesday, 15 October 2025

Webinar 2: 3.30pm – 4.15pm Wednesday, 5 November 2025



Reluctant School Attendance

This webinar provides information on how to manage Reluctant School Attendance and School Avoidance Behaviour.

Webinar 1: 3.15pm - 4.30pm Tuesday, 21 October 2025



Introducing Trauma-informed Practice

This webinar is a taster session for the online e-learning training.

Webinar 1: 4.15pm – 5.15pm Tuesday, 14 October 2025

Webinar 2: 4.15pm – 5.15pm, Tuesday, 11 November 2025



NEPS E-Learning Supports and Courses

Responding to critical incidents

- This self-paced course supports schools in preparing for and responding to critical incidents. Visit: <https://elearning.education.ie/browse/neps/courses/responding-to-critical-incidents>

Introducing Trauma-informed Practice

- This course introduces all staff to whole school and class approaches to trauma informed practice. Visit: <https://elearning.education.ie/browse/neps/courses/wellbeing>

Welcome to our school

- The Welcome to our Schools' video provides information and strategies to welcome and include children in schools following their arrival in Ireland. Visit: <https://youtu.be/UR-tWbApvQ>

FRIENDS

- NEW Online Training for teachers, Friends for Life (upper primary) and Fun Friends (lower primary) designed to prevent anxiety and build resilience in pupils. Register with FRIENDS at: www.friendsresilience.org.

Register with your Local Education Support Centre. Visit www.esci.ie for more information.
*Where there are multiple webinar options for a topic, please select only one date.

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**What is your key
takeaway
in terms of
EAL Learners?**

End of Part Two of Two



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"Don't forget that school is a unique place where every teacher is a language teacher and every student is a language learner."

- Margo Gottlieb in Education Week Teacher

