



**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 Event

**PART ONE**

2024-2025





# Protocols for this Session

- Mute microphones unless prompted
- Please switch on your camera
- Use chat box for questions during the session
- Do not take screenshots/photographs of the screen or record the screen
- Ensure you are sitting in a comfortable position
- Go to [www.oide.ie](http://www.oide.ie) >Primary> Inclusive Education> EAL> Professional Learning Materials to view this PowerPoint Presentation
- Go to [www.oide.ie](http://www.oide.ie) >Primary> Inclusive Education> EAL> Resources to view the Padlet for EAL



# Introductions

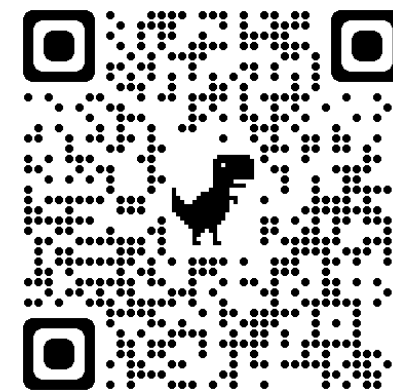
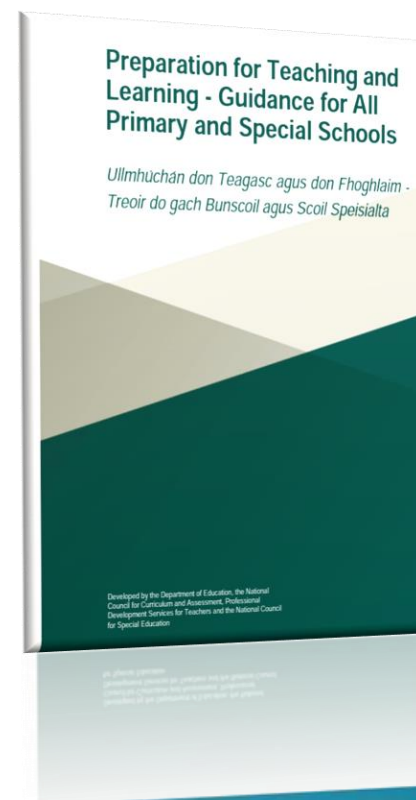
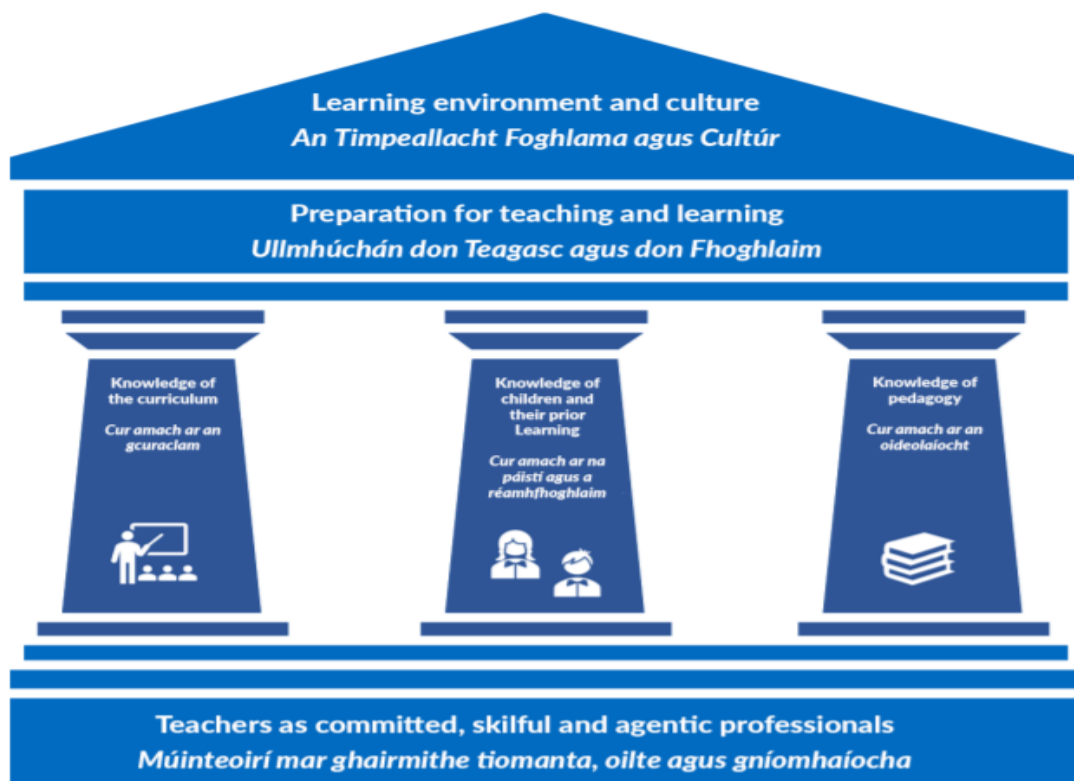


Please use the chat box to introduce yourself and give a brief overview of your school's context in relation to EAL.





# Guidance for Preparation for Teaching and Learning



# Series of Two Workshops



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## Workshop Day One

**EAL Learners in Context and  
EAL Pedagogies**

## Workshop Day Two

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

# Workshop 1 Overview & Outcomes



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## EAL Learners in Context

Participants will...

- consider the variety 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.
- explore a variety of translation tools to support communication with families.

## EAL Pedagogies

Participants will...

- develop an understanding of social language and academic language (BICS and CALP)
- consider what to expect during language development.
- explore strategies for fostering a plurilingual environment.



### Teaching, Learning and Assessment

Participants will...

- explore teaching, learning and assessment strategies to support EAL learners.
- be aware of the supports available through Oide for EAL 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** when possible 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.

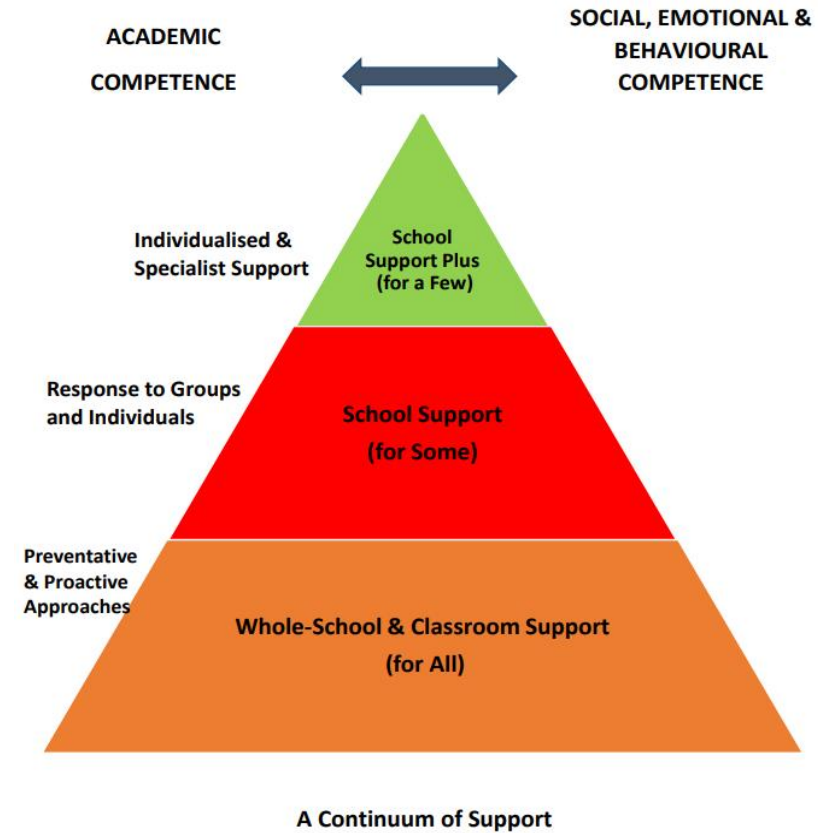
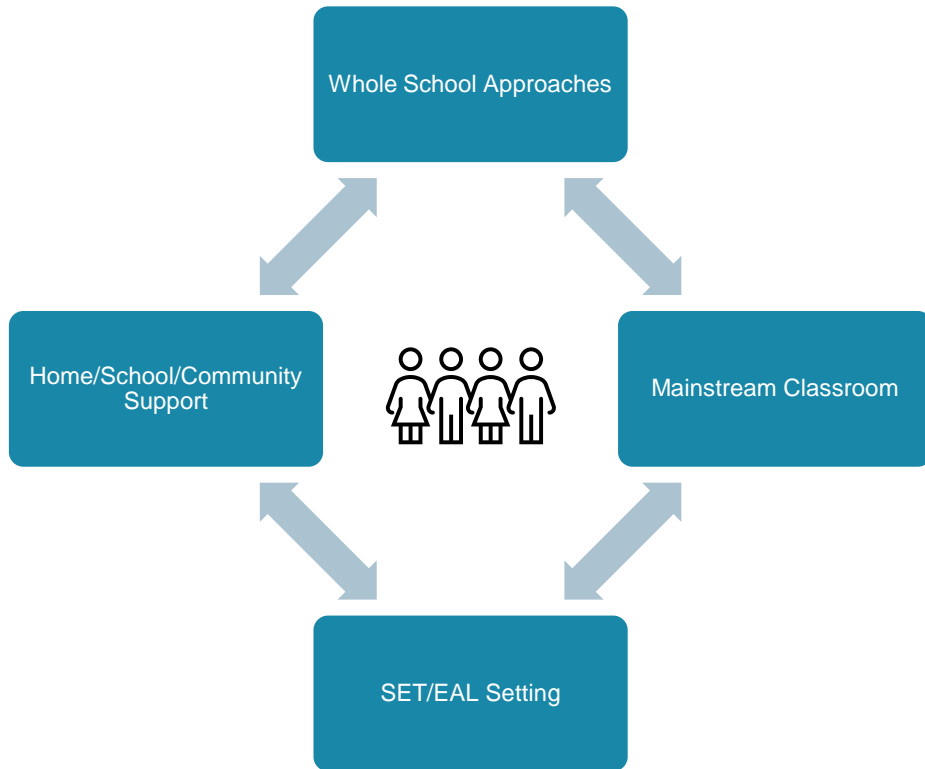


# Inclusion

Supporting EAL Learners Supports **All** Learners.



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# Day 1: EAL Learners in Context

By the end of this session participants will have begun to:

- consider the variety 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.
- explore a variety of digital tools to support communication with EAL learners and their families.

# Knowledge of the EAL Learner



## Using Inclusive Language



Language Matters!

**Schools of Sanctuary**

### MIGRATION

Terms & Facts You Should Know

**INTERNATIONAL PROTECTION**  
This is the process of becoming a refugee in Ireland, managed by the International Protection Office.

**ASYLUM SEEKER**  
This term is the same as International Protection Applicant. Asylum seekers have applied for International Protection and are waiting for the government to recognize them as refugees. According to international law, their asylum application must be considered.

**REFUGEE**  
A person who has to leave their country because of war or persecution due to their race, religion, nationality, sexuality, gender, or politics. Refugees are allowed to stay in Ireland legally and can apply for citizenship after three years.

**PROGRAMME/RESETTLED REFUGEES**  
These are people who had to flee their country, often living in refugee camps. After being interviewed and having their story confirmed, they are moved to a new country, like Ireland, and are automatically given refugee status.

**TEMPORARY PROTECTION**  
Due to the war, Ukrainians are being granted Temporary Protection in EU countries. This allows them full rights to live, study, receive medical and welfare assistance, and work.

**INTERNALLY DISPLACED PERSON (IDP)**  
A person who has been forced to flee their home but has not crossed an international border. They stay in their home country but cannot return to their home. There are more IDPs than refugees in the world today.

**MIGRANT / IMMIGRANT**  
Anyone who moves to another country, often for work, education, or better opportunities. Poverty and natural disasters are common reasons for migration. Millions of Irish people have migrated around the world over the past 200 years.

**UNACCOMPANIED MINOR SEEKING ASYLUM**  
A child under 18 years old who is seeking asylum and is separated from both parents.

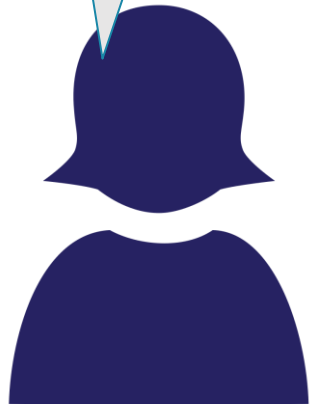
[schools@ireland.cityofsanctuary.org](mailto:schools@ireland.cityofsanctuary.org)

# Who are EAL Learners?



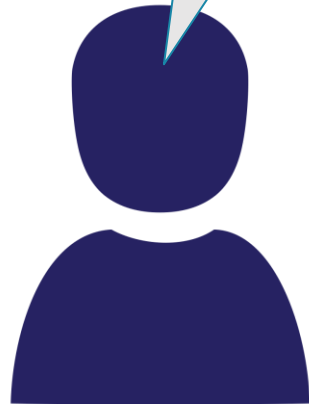
*"I am 5 year old Polish girl in Senior Infants. My parents moved to Ireland before I was born. I speak Polish at home with my family."*

**Zofia**



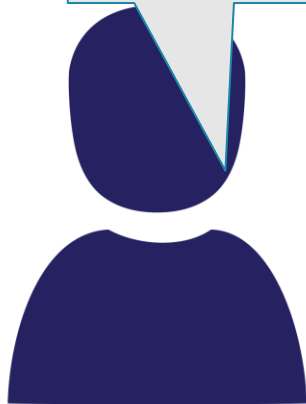
*"I am 7 year old Bulgarian boy who has recently arrived in Ireland. I am in 1st Class. I have no experience of formal schooling, I do not yet speak English. We speak Bulgarian at home."*

**Anton**



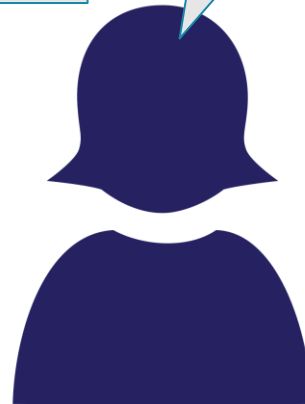
*"I am a 9 year old Georgian boy who lives in an International Protection Accommodation Centre (Direct Provision) with my parents and sister. I arrived in Ireland in September 2024 and have started to learn English."*

**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**



# 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



# What are EAL learners' needs?



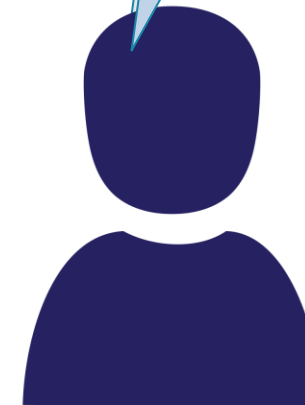
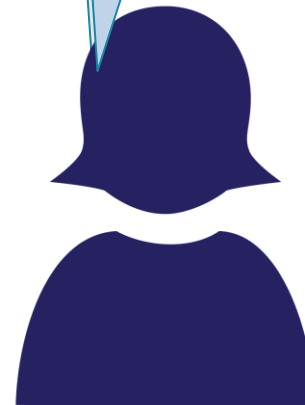
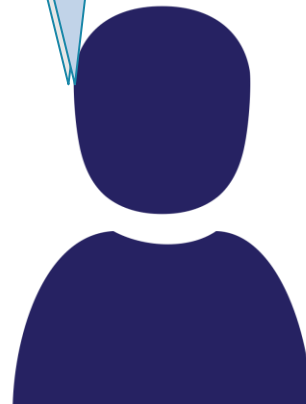
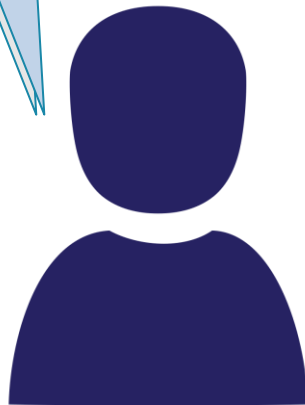
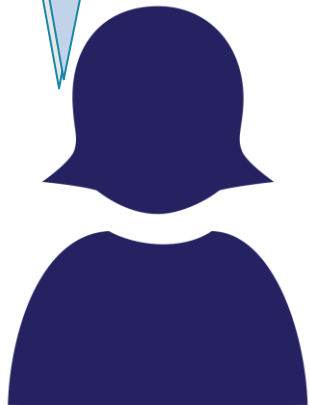
I want to feel safe

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



# Share Your Thoughts in the Chat Box



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What can we do to help make EAL learners and their families feel welcome in our school community and foster an ongoing sense of belonging?

How can we make EAL learners feel safe?

How can we make EAL learners feel like they belong?

How can we ensure our EAL learners achieve success?

How can we help EAL learners form positive relationships?

How can we identify and recognise the strengths and talents of EAL learners?

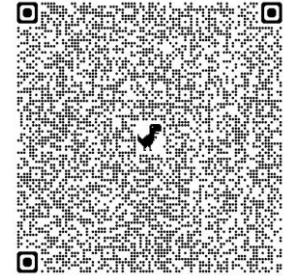


# Supporting Newly Arrived EAL Learners and their Families



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- Tour of School
- Multilingual Welcome Letter
- School Enrolment Forms and EAL data capture form
- School Website
- Welcome booklets/DE information letters
- Social Media
- Daily school communications
- Multilingual Parent Teacher Meetings



NEPS: Supporting  
Children and Young  
People in a time of War  
Advice for  
Parents/Guardians

Further supports and resources for the above can be found on the  
**Oide Primary EAL Padlet Panels 3 - 6**



# Supporting Newly Arrived EAL Learners

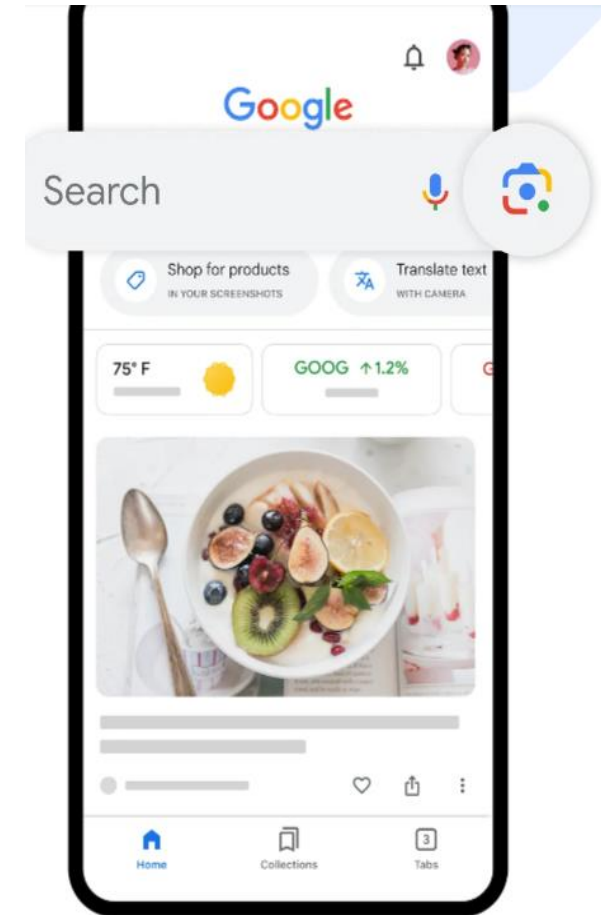


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## and their Families



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# Supporting Functional Language



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Good morning teacher.

Can you help me....?



I have a pain in my ...

Could you say that more slowly please?

Can I play?

Create a welcoming school and inclusive school and classroom environment

Support Material  
ENGLISH | ORAL LANGUAGE | READING | WRITING | Stage 1 - Stage 4  
Developing Functional Language and Literacy Skills for the Child

PRIMARY LANGUAGE CURRICULUM  
ENGLISH

SPECIAL EDUCATION SUPPORT SERVICE  
building on ability


SESS Functional Language & Communication Resource

© SESS 2016

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primar  
developments  
foráis sa bhunscoolaíocht

HOME PAGE

## Support Materialial

age 4

ENGLISH | ORAL LANGUAGE | READING | WRITING | Stage 1 - Stage 4

### Developing Functional Language and Literacy Skills for the Child Learning English as an Additional Language


**LEARNING OUTCOMES**

Children develop concepts, dispositions and skills in relation to:

- **Oral language:** sentence structure and grammar, acquisition and use of vocabulary, comprehension, requests and questions, retelling and elaborating
- **Reading:** comprehension
- **Writing:** vocabulary

some may be bilingual or multilingual in languages other than English. Depending on age, many may be reading and writing in their home languages.

It is important that children whose first language is neither English nor Irish are integrated into all activities in the classroom. During the learning.



PRCURRICULUM  
EN

# Break

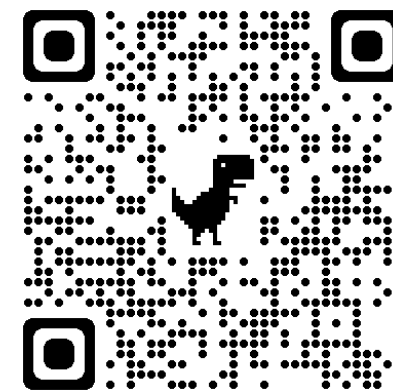
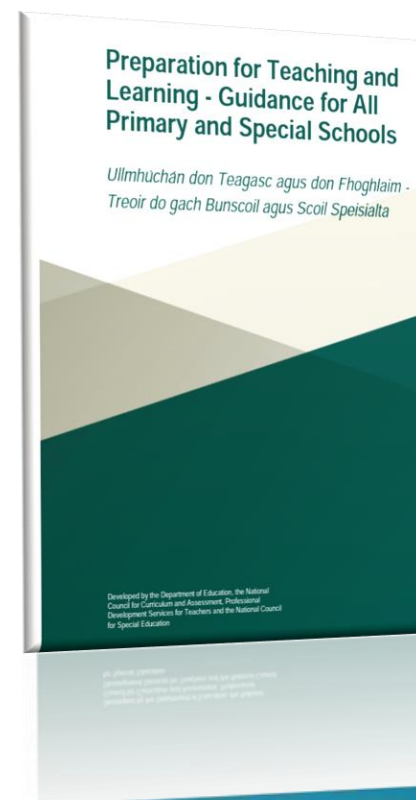
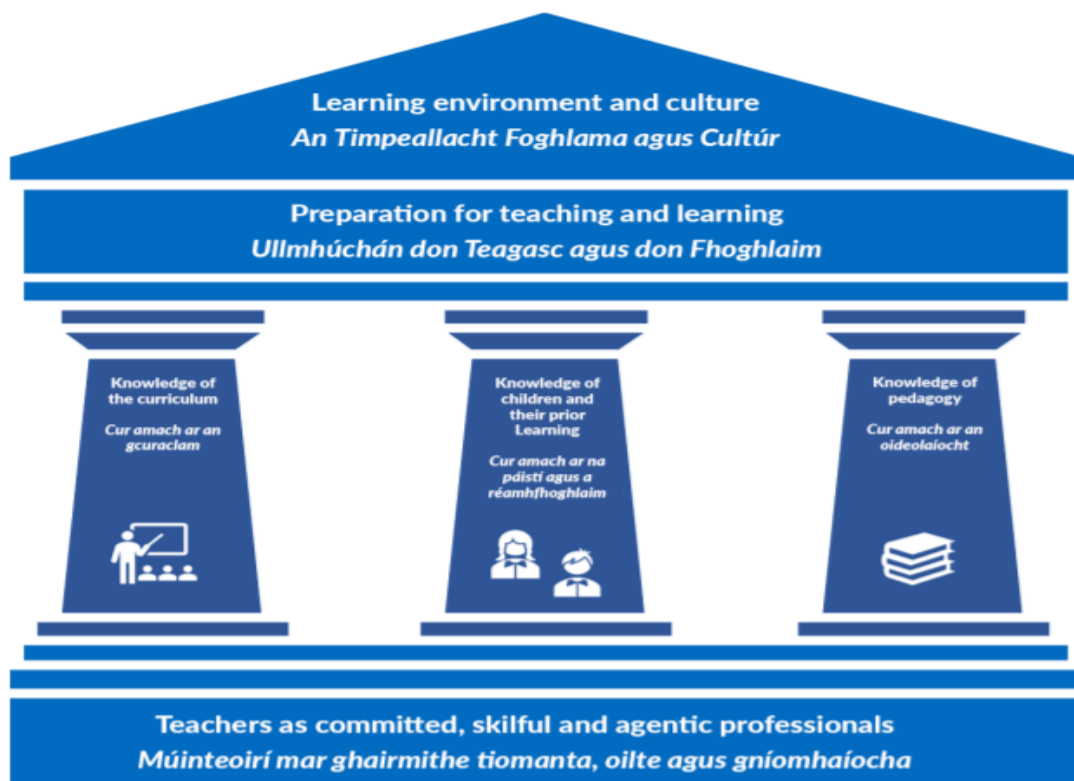


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# Guidance for Preparation for Teaching and Learning





# Part Two: EAL Pedagogies

By the end of this session participants will have begun to:

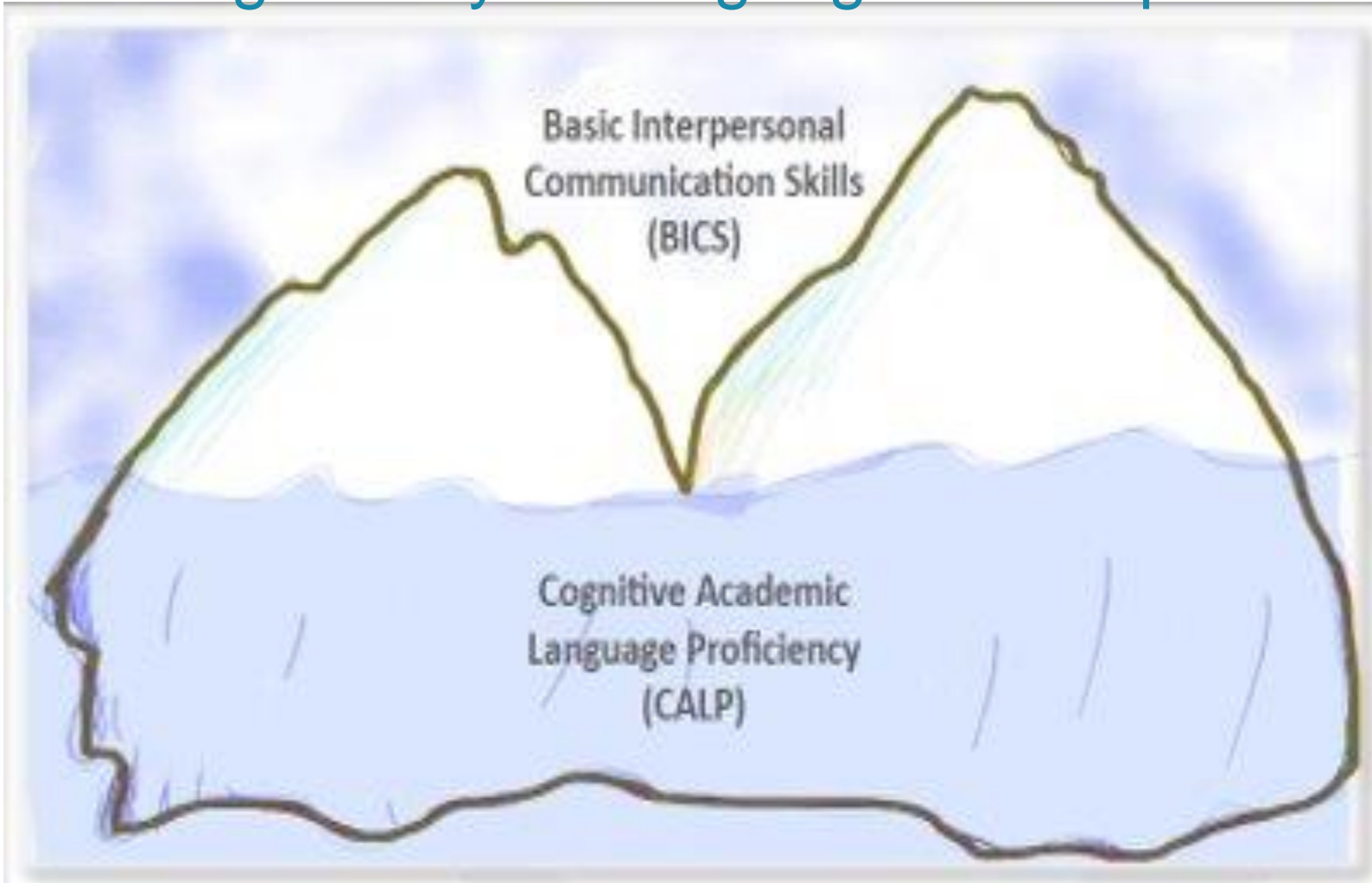
- develop an understanding of social language and academic language (BICS and CALP).
- consider what to expect during language development.
- explore strategies for fostering a plurilingual environment.

# Knowledge of Pedagogy



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## Cummins' Iceberg Theory of Language Development





## Role of Class Teacher

**"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)**.

*From Circular 0011/2024*





## Role of the EAL Support Teacher (or SET or SET/EAL Teacher)

**Role of the EAL support 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.**"

*From Circular 0011/2024*

# Knowledge of Pedagogy



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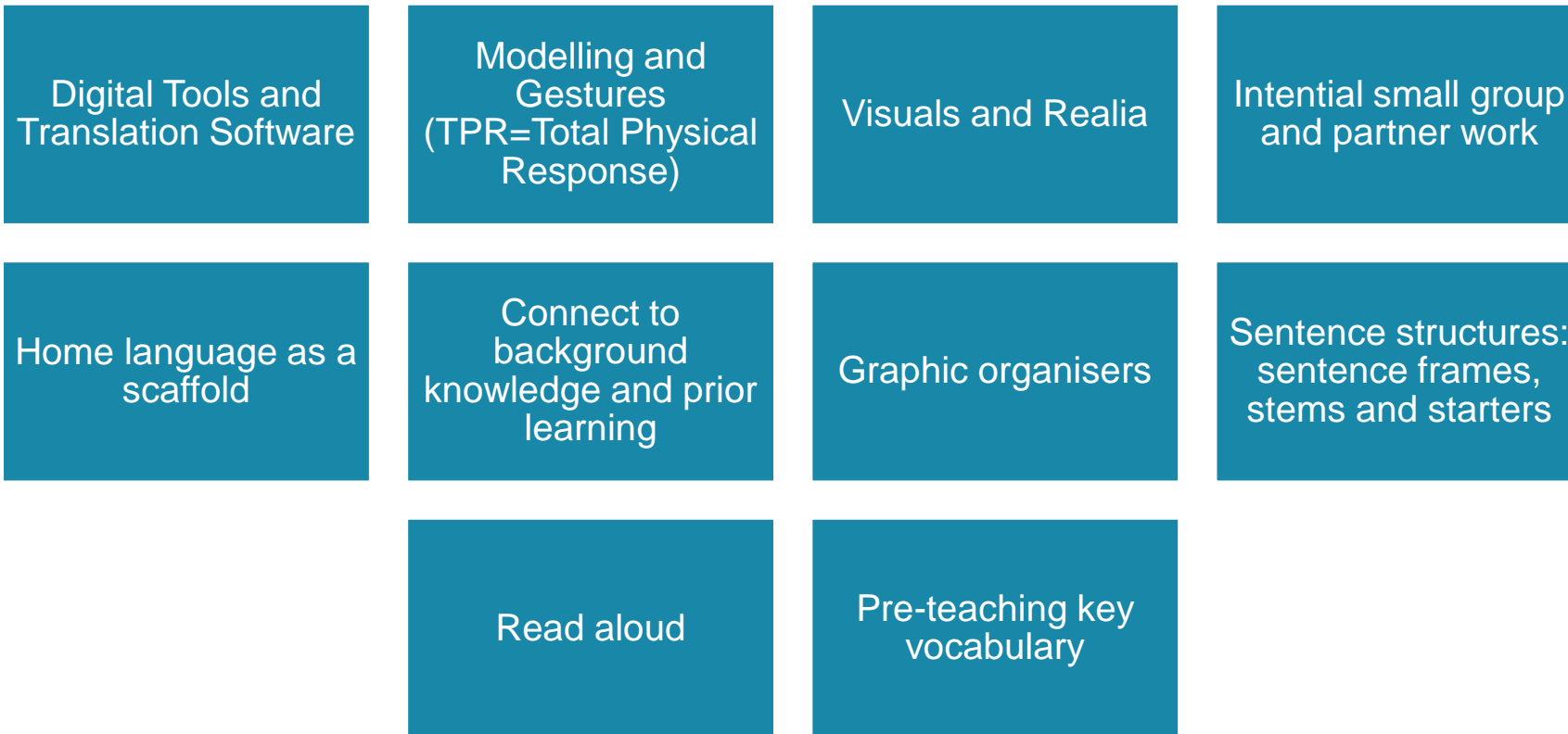
## Jim Cummins' Iceberg Theory of Language Development



# Use Scaffolding Strategies



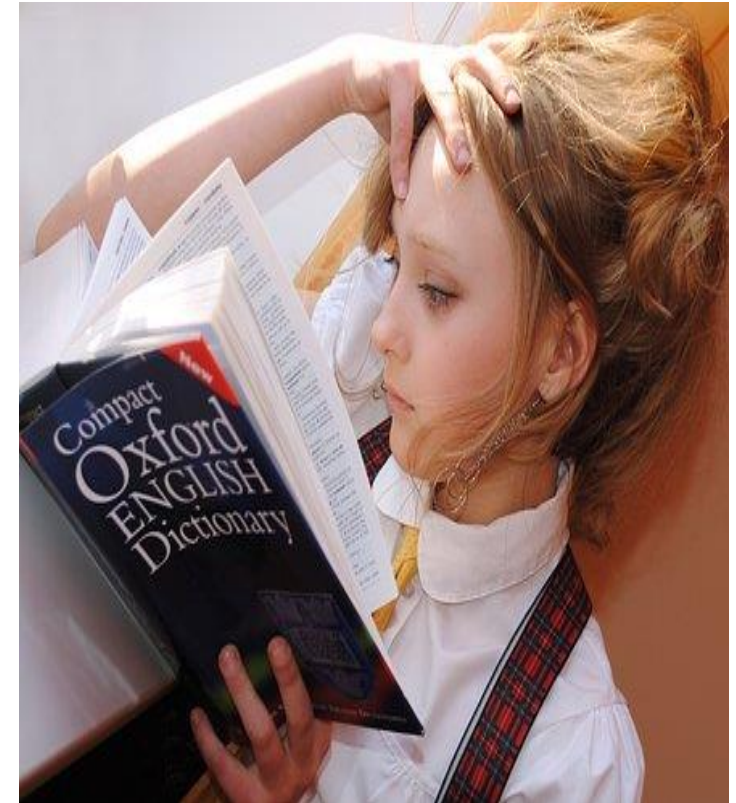
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# What to Expect During the Stages of Second/Additional Language Acquisition

- 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





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

	Preproduction	Early Production	Speech Emergence	Intermediate Fluency
Appropriate expectations	Nodding, Pointing or physically demonstrating	One or two-Word responses, making choices from given samples.	Phrases or short sentences (expect grammatical errors)	Longer sentences, fewer grammatical errors
Teacher questions or cues	“Show me....?” “Which of these...?”	“Is it the _____ one of the _____ one?” Questions that can be answered in one or two words	“Did this happen at the beginning or at the end?” “What happened next?” “Where did you find the answer?”	“How did you ...?” “What was the character trying to do?”

(Krashen & Terrell, 1983)

# Knowledge of Pedagogy

## Models of Language Learning



EFL ( English as a Foreign Language)	EAL (English as an Additional Language)	Plurilingualism
BICS: Day to day survival language only.	Scaffolding the language of the curriculum so all learners can participate.	Scaffolding the language of the curriculum so all learners can participate. <b>Translanguaging</b> approaches used.
Focus on the target language only.	Focus on language/s and the curriculum.	Focus on language/s and the curriculum.
Lack of exposure to target language outside the classroom.	Learners are fully immersed in target language.	Learners use all the languages in their linguistic repertoire.



## Home Language

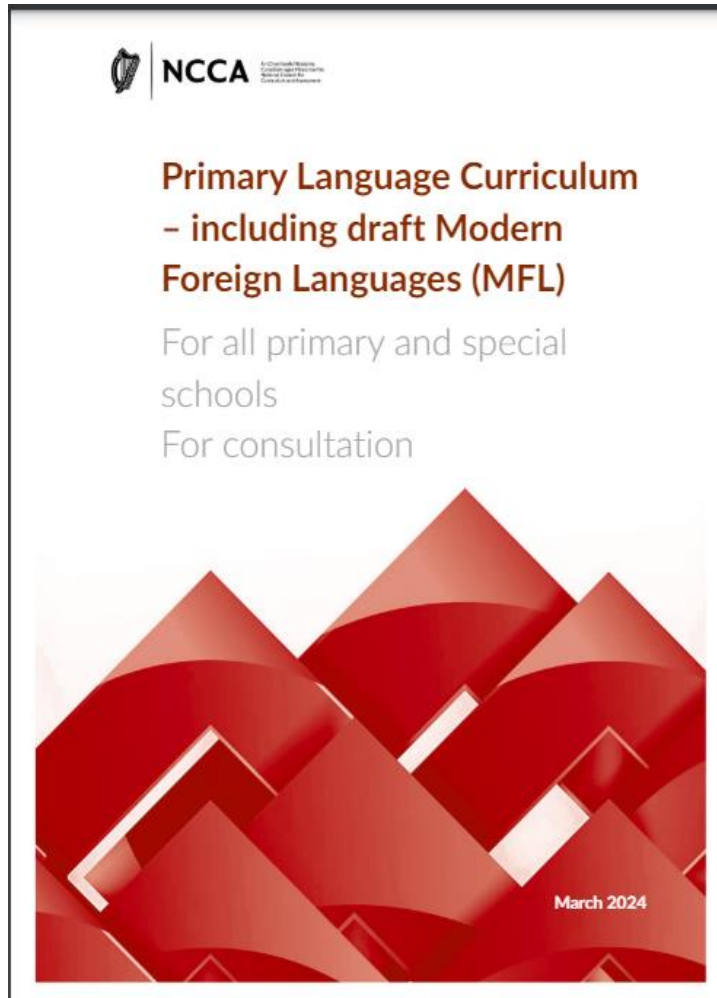
"Effective practice for children and young people learning EAL requires schools to **acknowledge and foster their home languages**. By using and maintaining the home language, children and young people can **better access and understand academic content** appropriate to their age and stage of development 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**."

*Meeting Additional Language Needs: Whole-school and Classroom Approaches for Inclusive Language Learning Findings from Primary and Post-primary school inspections of English as an Additional Language February 2024*

# A Curriculum for All Learners



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*“The Primary Language Curriculum encourages children to use and develop their existing knowledge and experience of languages by promoting a plurilingual approach to language learning*

*(Draft Primary Language Curriculum, 2024)*

*The Primary Language Curriculum emphasises the important value of linguistic and cultural diversity to foster inclusivity and promote social cohesion.*

*(Draft Primary Language Curriculum, 2024)*





# 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.

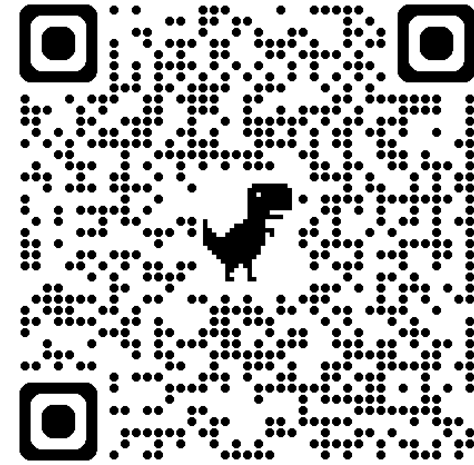


این ممکن است به 13 بود، 2003 زمانی که من در یک بیمارستان در کابل، افغانستان متولد شد. قبل از اینکه من به دنیا آمد پدر و مادرم نام مرا انتخاب کرد سجاد .

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.



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



# Lote4Kids Dual Language Stories



Oide

(FREE with Library Card)

The screenshot shows the LOTE4Kids website interface. At the top left is the LOTE4Kids logo featuring an owl. To the right is a navigation menu with links for BOOKS, SIGN, ACTIVITIES, STAFF ACCESS, MOBILE APP, CONTACT US, and LOGOUT. Below the navigation is a decorative tree branch graphic. On the left side of the page, there is a breadcrumb trail: Home > Member Home. In the center, there are sorting options: Sort: Default | Latest Release | Most Popular | Sort A - Z | Sort Z - A, and a search bar with the label "Search:". Below the search bar is a grid of language options, each represented by a flag icon and text: ASL (American Sign Language), Auslan (Australian Sign Language), Arabic, Armenian, Assamese, Bengali, British Sign Language, Burmese, Canadian Sign Language, Chinese, Danish, and Irish Sign Language. On the right side, there is a welcome message in a speech bubble: "Welcome to LOTE4Kids!" from Comhairle Chontae na Gaillimhe Galway County Council, accompanied by an owl wearing glasses. At the bottom right, there is a banner for "The LOTE4Kids App".

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Supporting the Professional  
Learning of School Leaders  
and Teachers



## EAL Learner in Context

What is your **Key Takeaway** in Terms of **EAL Learners**?

## EAL Pedagogies

What is your **Key Takeaway** in Terms of **EAL Pedagogies**?

# End of Workshop 1 of 2



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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 Event

**PART TWO**

2024-2025





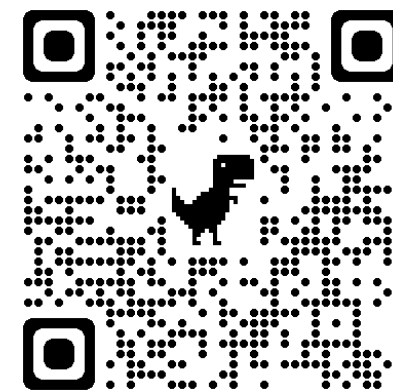
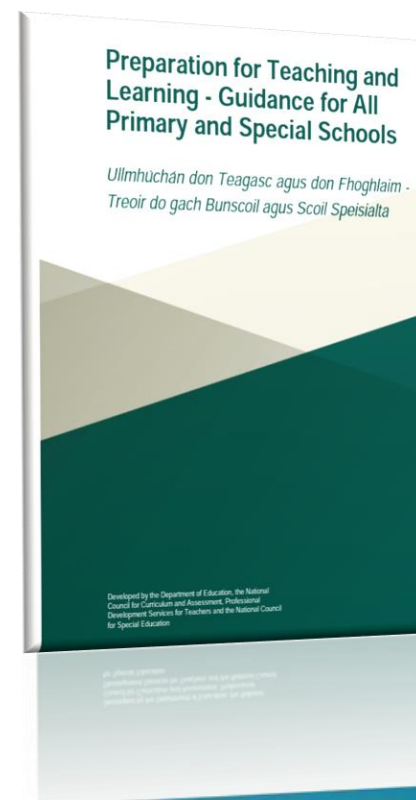
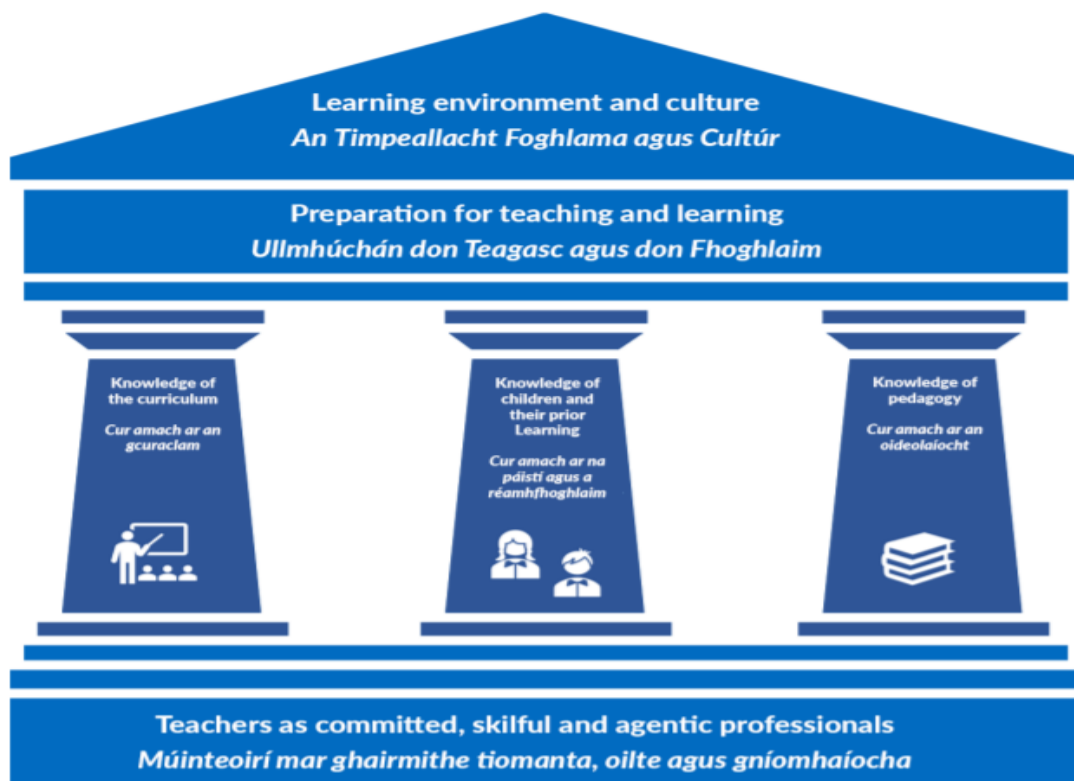
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# Guidance for Preparation for Teaching and Learning







# Teaching, Learning and Assessment for EAL learners

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- 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.

# Knowledge of the Curriculum

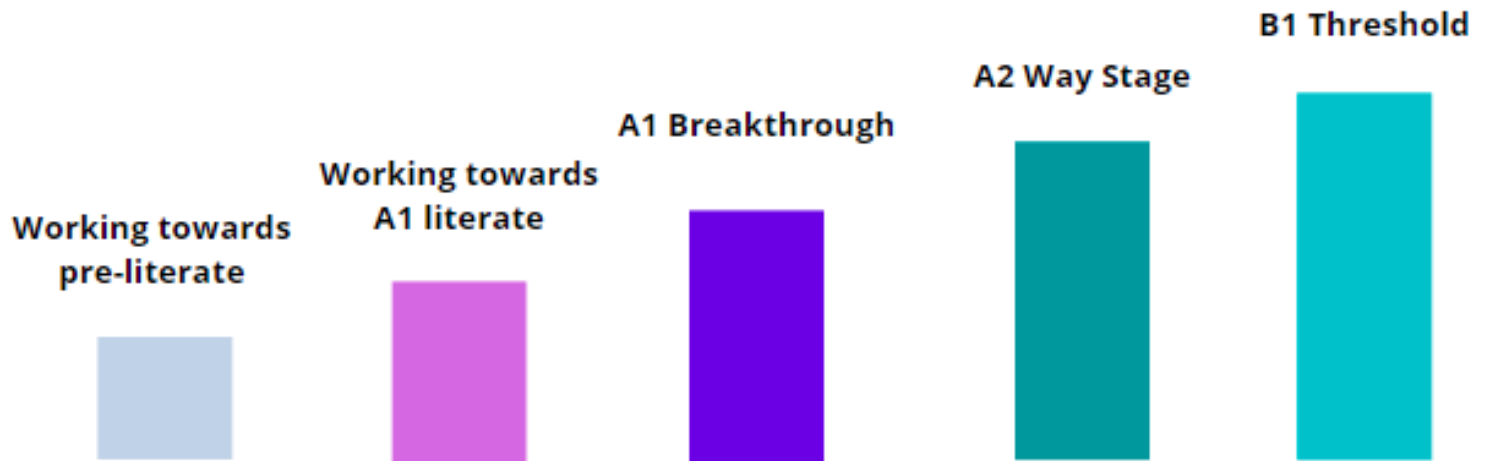
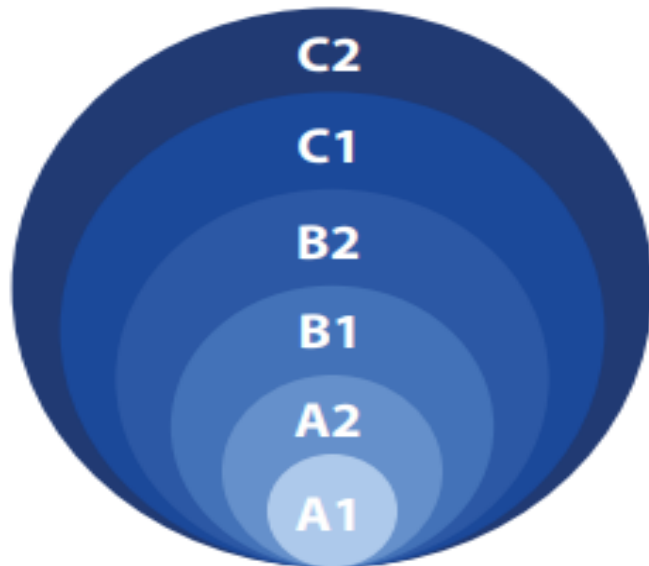
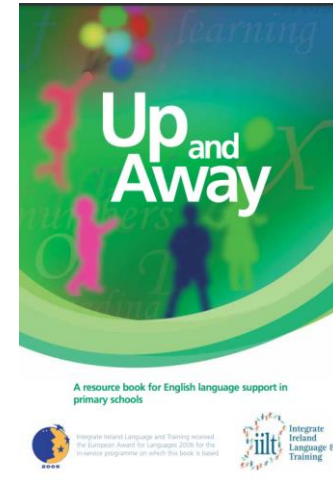


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## Assessing Language Proficiency

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

13 Themes based  
on CEFR Levels



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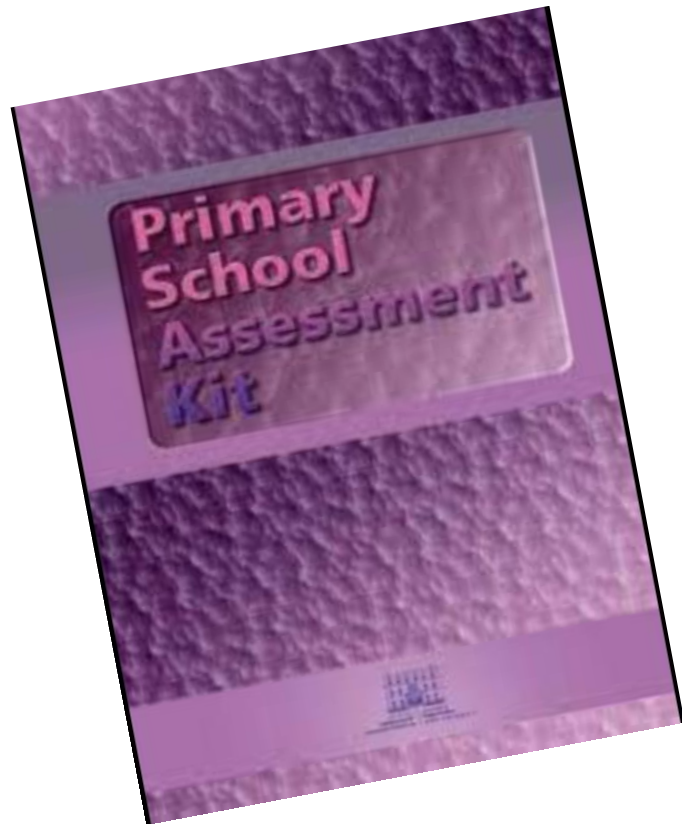
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# Knowledge of the Curriculum



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## Assessing Language Proficiency



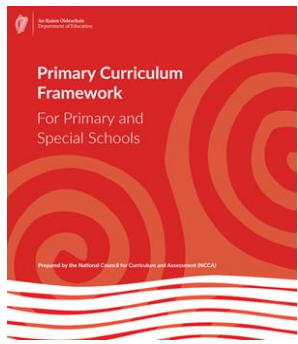
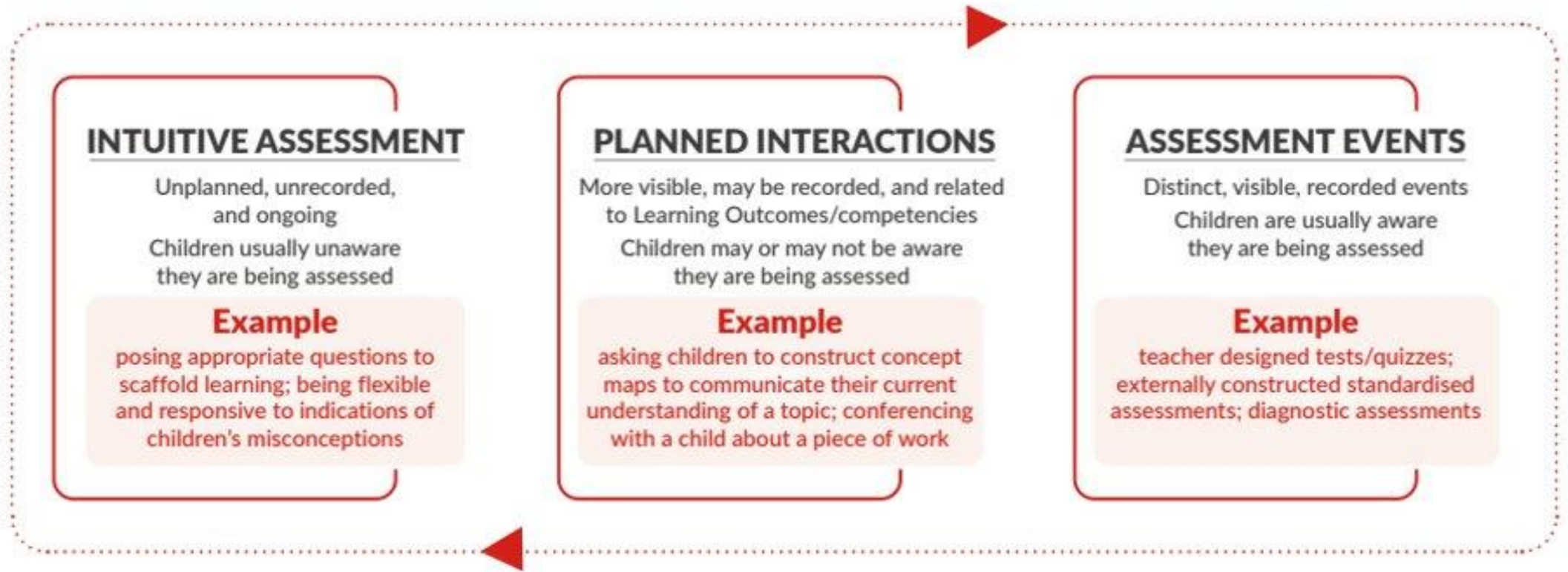
- There are three sets of assessments of the Primary School Assessment Kit (PSAK):
  - SET 1 (Placement)
  - SET 2
  - SET 3
- Assessments are carried out for each of the four skills; listening, speaking, reading, and writing.
- The PSAK is the tool teachers use to assess Language Proficiency in Irish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

# Primary Curriculum Framework

## Continuum of Assessment



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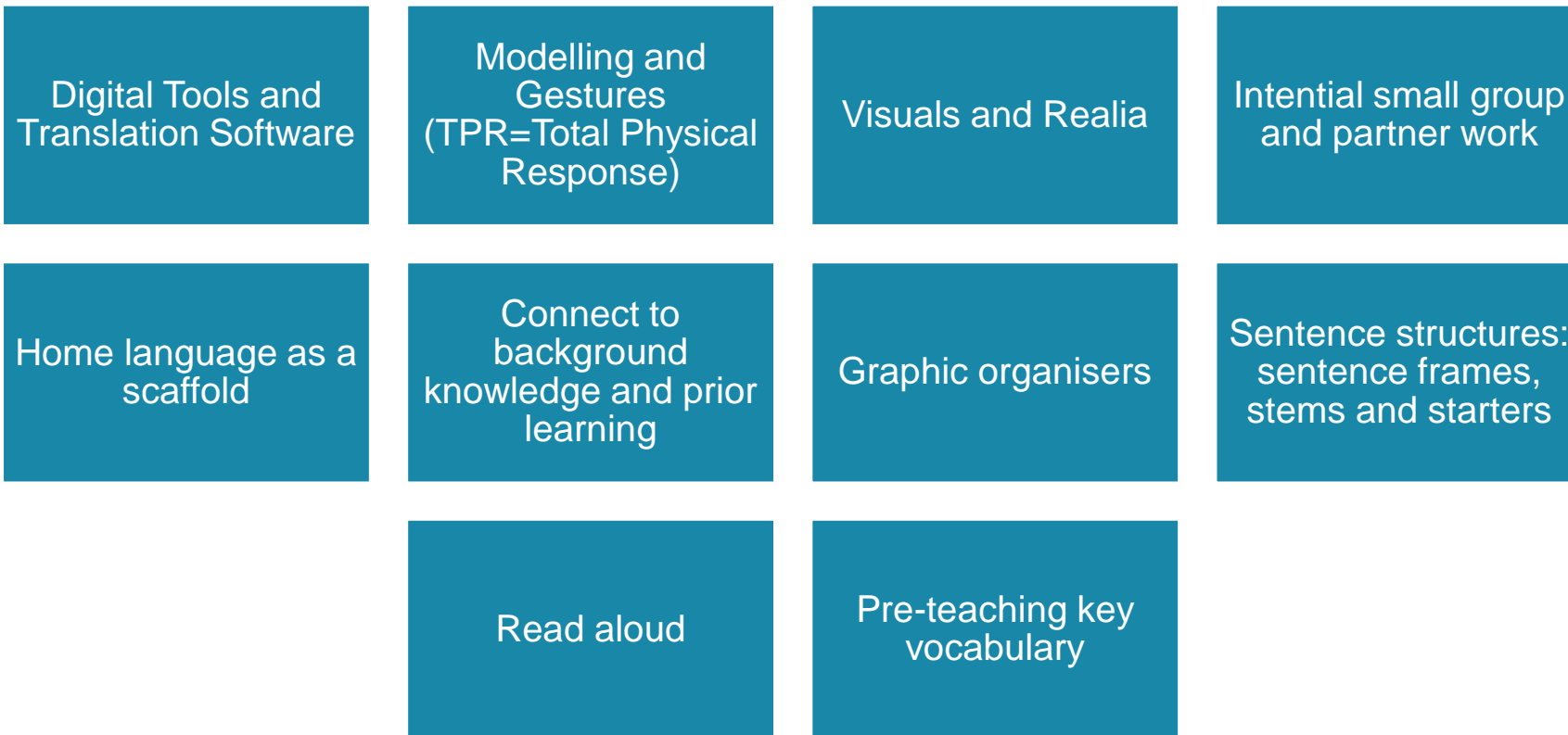


# Teaching and Learning

## 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

# Accessing the Curriculum



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Google Lens

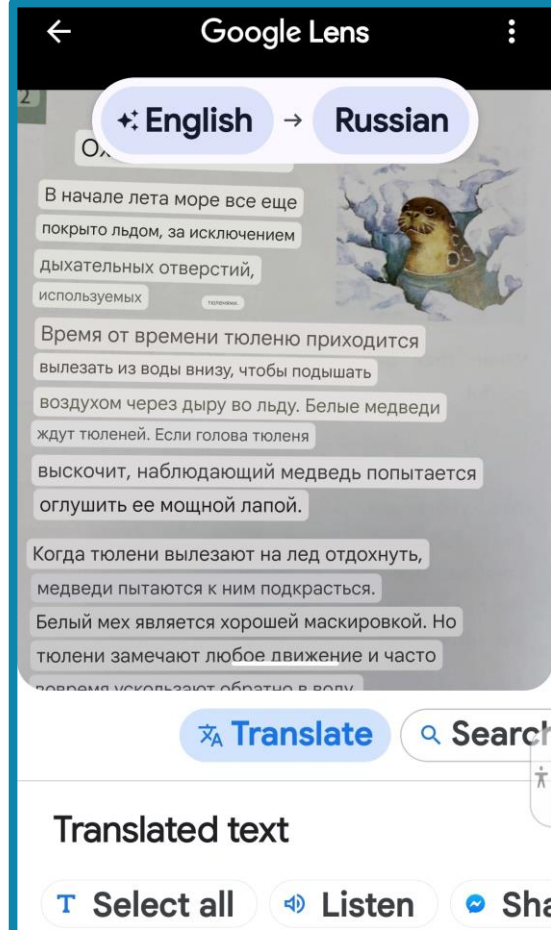
2

### Hunting for seals

In the early summer, the sea is still frozen over, except for the breathing holes used by seals. Every now and again, a seal must come up from the water below to take a breath of air through a hole in the ice. Polar bears wait for the seals. If a seal's head pops up, the watching bear will try to stun it with its powerful paw.



When seals pull themselves out onto the ice to rest, the bears try to sneak up on them. White fur is good camouflage. But seals notice any movement, and often slip back into the water, just in time.



← Google Lens

English → Russian

В начале лета море все еще покрыто льдом, за исключением дыхательных отверстий, используемых

Время от времени тюленю приходится вылезать из воды внизу, чтобы подышать воздухом через дыру во льду. Белые медведи ждут тюленей. Если голова тюленя выскочит, наблюдающий медведь попытается оглушить ее мощной лапой.

Когда тюлени вылезают на лед отдохнуть, медведи пытаются к ним подкрасться. Белый мех является хорошей маскировкой. Но тюлени замечают любое движение и часто

Translate Search

Translated text

Select all Listen Share



# Strategies to Support EAL Learners in Mainstream Classes



Listen



Write



Discuss



Correct

Signpost Lessons to Support Classroom Learning



# How to Teach Vocabulary



Pre-teach vocabulary in advance of lessons

Word Associations

Example / Non-Example

Provide visuals for vocabulary

Teaching words in context

## Frayer Model of Vocabulary - Shark

**My Definition (in my own language/words)**



**Facts/Characteristics**

1. Sharks have no bones
2. Cold blooded
3. Good eyesight

**Examples/Non Examples**

- Baby Shark/Octopus
- Hammerhead/Dolphin

**My word in a sentence**

*The whale shark is the biggest shark in the world.*

**Sentence Frame**

*A \_\_\_\_ is bigger than a \_\_\_\_.*



# Pre-teaching Key Vocabulary



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 Glossaries for FREE Maths and Science Vocabulary

## Math Glossaries

### Elementary School Math

- Albanian
- Arabic
- Bengali
- Burmese
- Chinese (simplified)
- Chinese (traditional)
- Dutch
- French
- Fulani
- Greek
- Haitian
- Hindi
- Italian
- Japanese
- Karen
- Kinyarwanda
- Korean
- Kurdish (Kurmanji)
- Malay
- Mandinka
- Nepali
- Pashto
- Polish
- Portuguese
- Punjabi
- Romanian
- Russian
- Slovak
- Spanish
- Swahili
- Tagalog
- Thai
- Tibetan
- Turkish
- Twi
- Ukrainian
- Urdu
- Uzbek
- Vietnamese
- Wolof

## Science Glossaries

### Elementary School Science

- Albanian
- Arabic
- Bengali
- Burmese
- Chinese (simplified)
- Chinese (traditional)
- Dutch
- Farsi
- French
- Fulani
- Greek
- Haitian
- Hindi
- Italian
- Japanese
- Karen
- Kinyarwanda
- Korean
- Kurdish (Kurmanji)
- Malay
- Mandinka
- Nepali
- Pashto
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- Russian
- Slovak
- Spanish
- Swahili
- Tagalog
- Thai
- Tibetan
- Turkish
- Twi
- Ukrainian
- Urdu
- Uzbek
- Vietnamese
- Wolof

# Transfer of Skills Supports ALL Learners



Oide

1 1  
2 2  
3 3

Conceptual Knowledge

February	Feabhra	Febrero
March	Márta	Marzo
April	Aibreán	Abril
Cheese	Cáis	Queso

Specific Linguistic Elements



Visualising  
Predicting

Metacognitive and Metalinguistic  
Strategies

Cat –Mat -Sat

Phonological Awareness

# EAL Supports for Schools



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

Oide Primary EAL Padlet

Oide School Support for EAL

Oide EAL Seminars series in Education Centres (TERM 2 2025)

 @OideInclusiveEd

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Online Workshop Reflections



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Teaching, Learning and  
Assessment for EAL  
Learners



Use the chat box

What are your key  
takeaways in terms  
of Teaching,  
Learning and  
Assessment for  
EAL learners?



# Key Messages

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

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

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**.

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

# End of Workshop 2 of 2

