Oide

Tacú leis an bhFoghlaim 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

CC BY NC

Protocols for this Session

- Mute microphones unless prompted
- Please switch on your camera

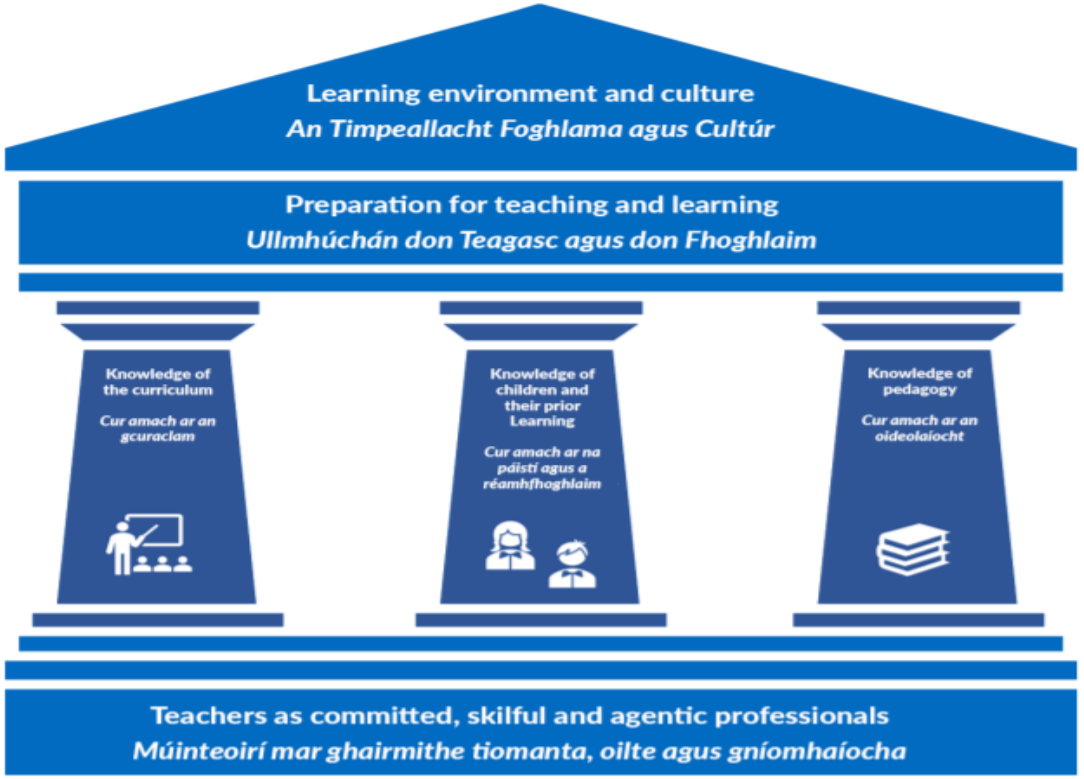
- Use chat box for questions during the session
- Do not take screenshots/photographs of the screen or record the screen

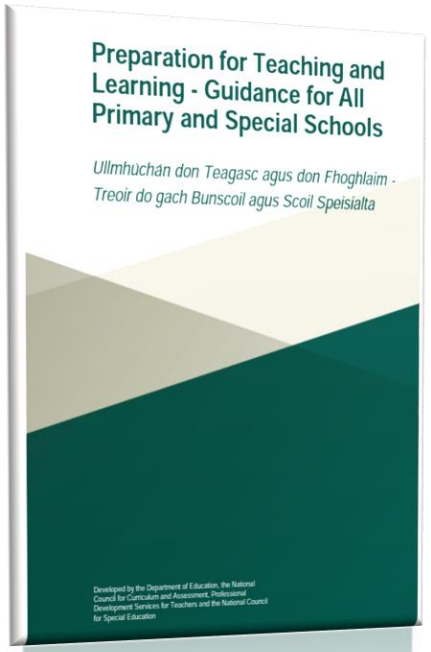
- Ensure you are sitting in a comfortable position
- Go to www.oide.ie >Primary> Inclusive Education> EAL> Professional Learning Materials to view this PowerPoint Presentation
- Go to www.oide.ie >Primary> Inclusive Education> EAL> Resources to view the Padlet for EAL

Introductions

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





Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Series of Two Workshops

Oide

Workshop Day One

EAL Learners in Context and EAL Pedagogies

Workshop Day Two

Teaching, Learning and Assessment for EAL Learners

Workshop 1 Overview & Outcomes

Oide

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.

Workshop 2 Overview and Outcomes

Oide

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

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.**

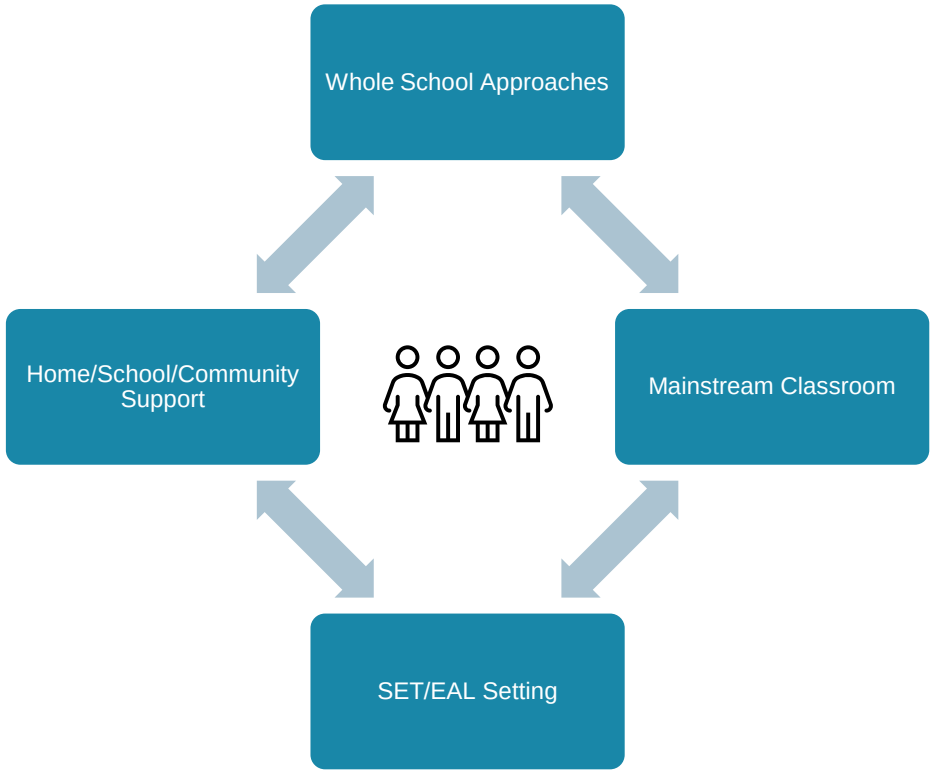
A classroom environment in which **communication is valued and promoted** will support **the inclusion of all learners** and the development of their **linguistic repertoire across multiple languages.**

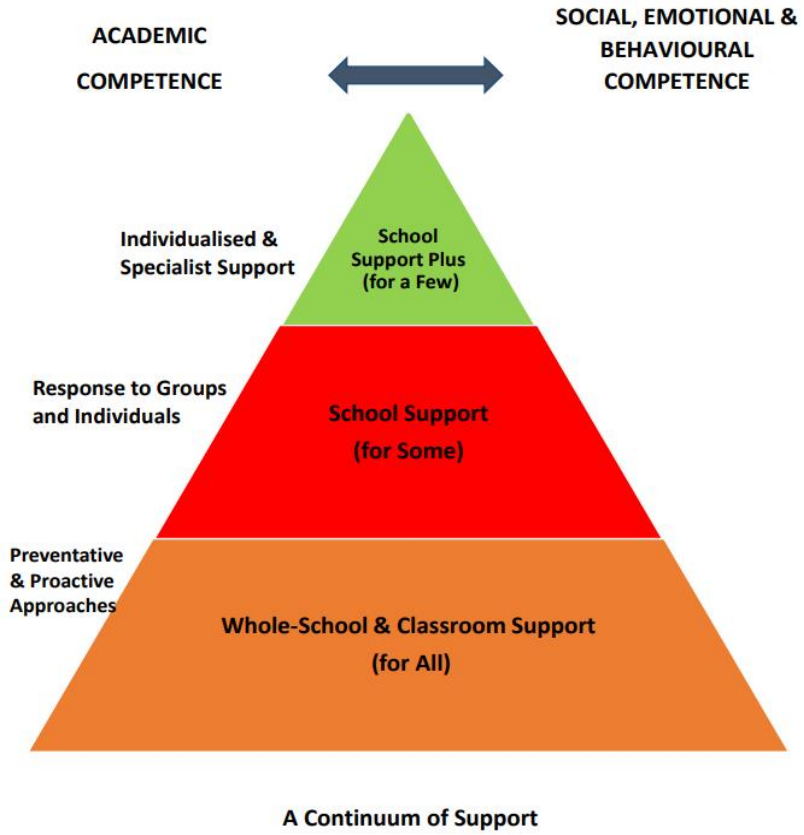
Collaboration between all school staff is essential for fostering **an inclusive learning environment** that supports EAL learners.

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.





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!

Who are EAL Learners?

Oide

"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."

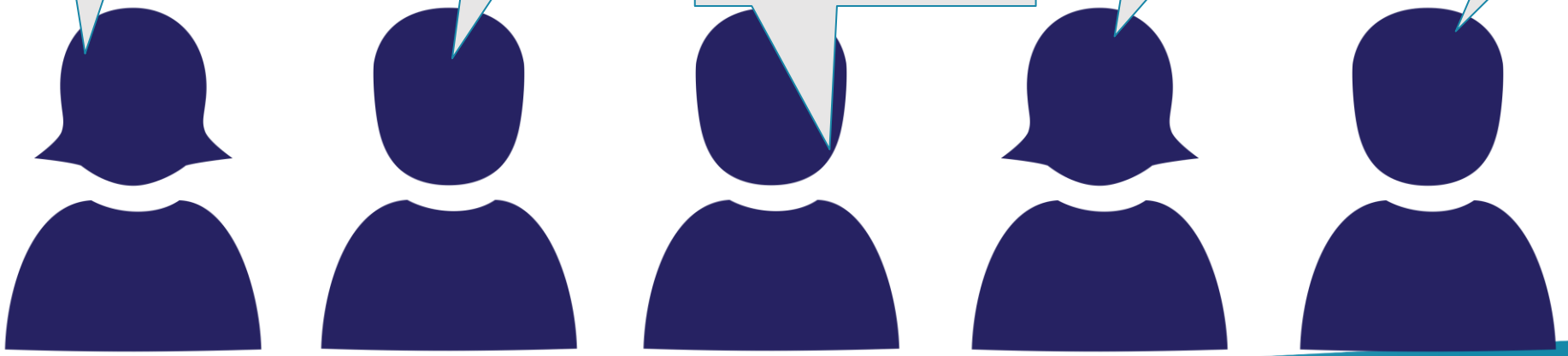
Zurab

"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



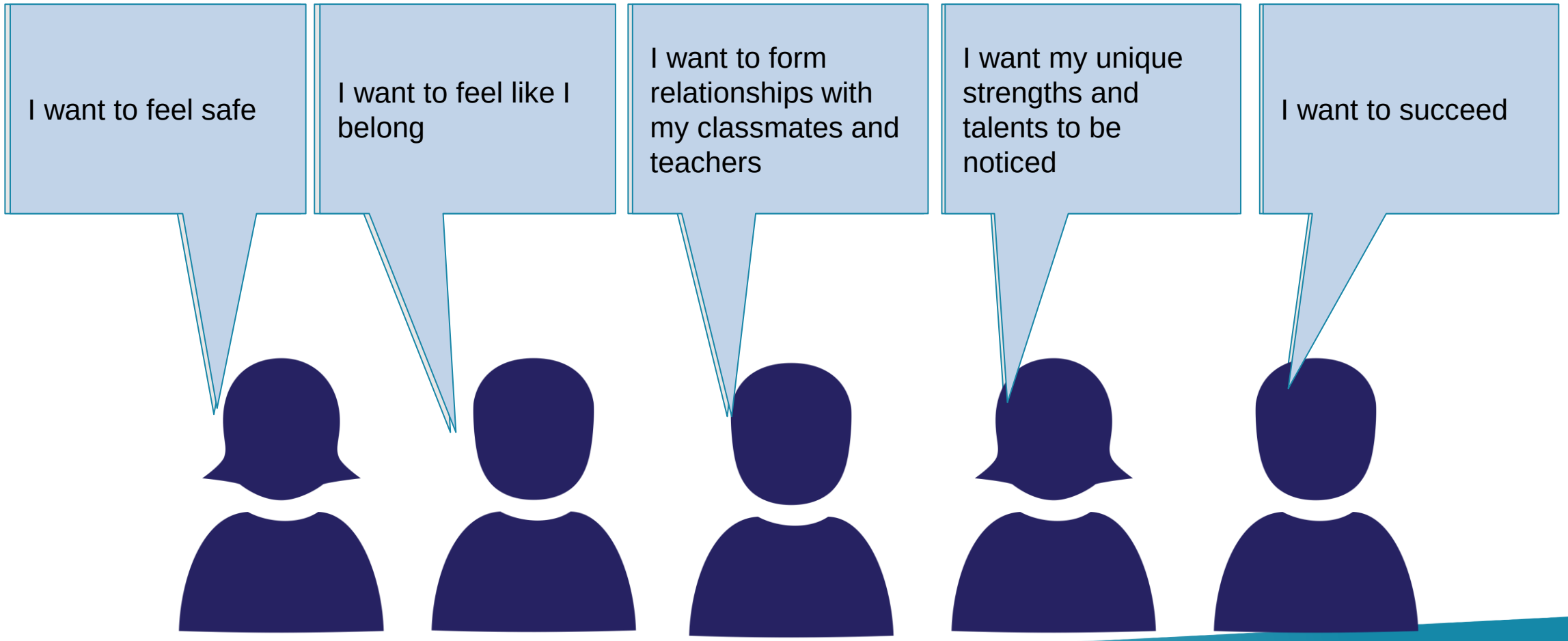
A Strengths Based/Assets Based Approach

Oide

"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?



Share Your Thoughts in the Chat Box

Oide

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

- 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

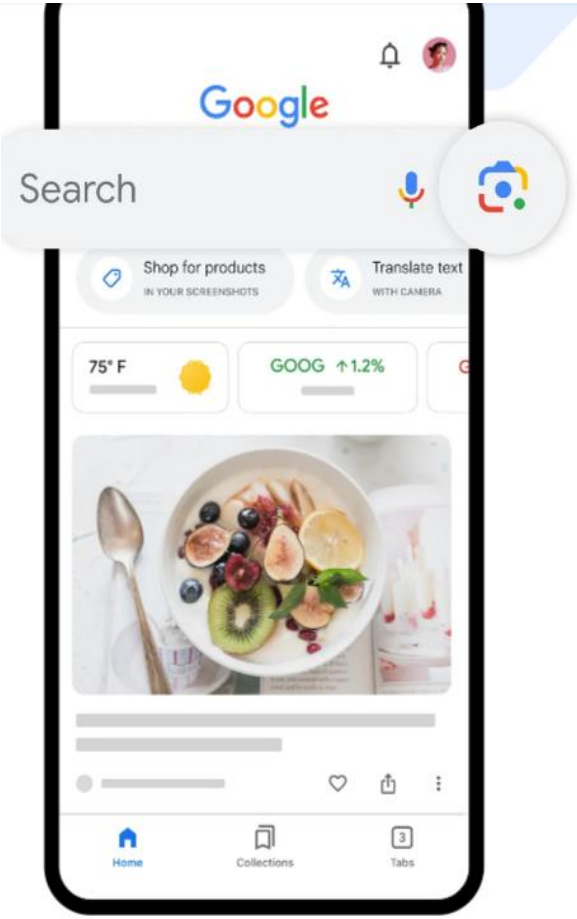
Further supports and resources for the above can be found on the

Oide Primary EAL Padlet Panels 3 - 6

Supporting Newly Arrived EAL Learners and their Families

Oide

Docs



Supporting Functional Language

Oide

Good morning teacher.

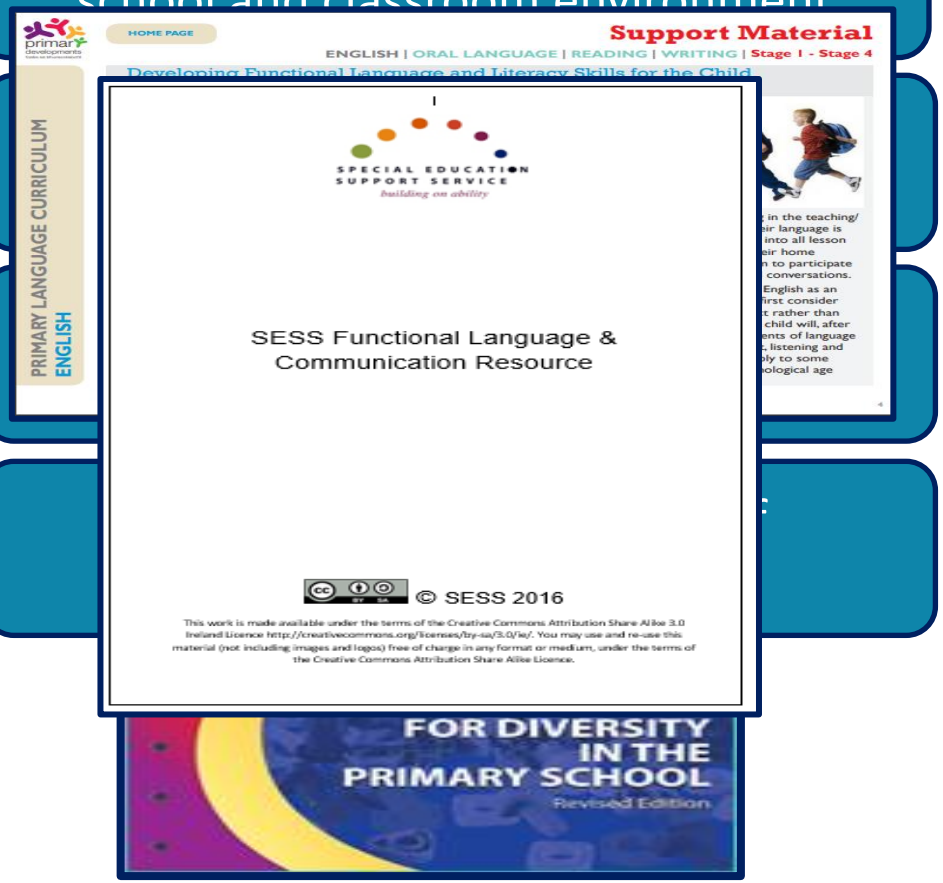
Can you help me….?

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



Adapted from: Toolkit for Diversity in the Primary School

PLC/CTB Support Materials

Oide

primary developments
foráis sa bhunscolaíocht

HOME PAGE

Support Material

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

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

PRIMARY CURRICULUM EN

LEARNING OUTCOMES

Children develop concepts, dispositions and skills in relation to:

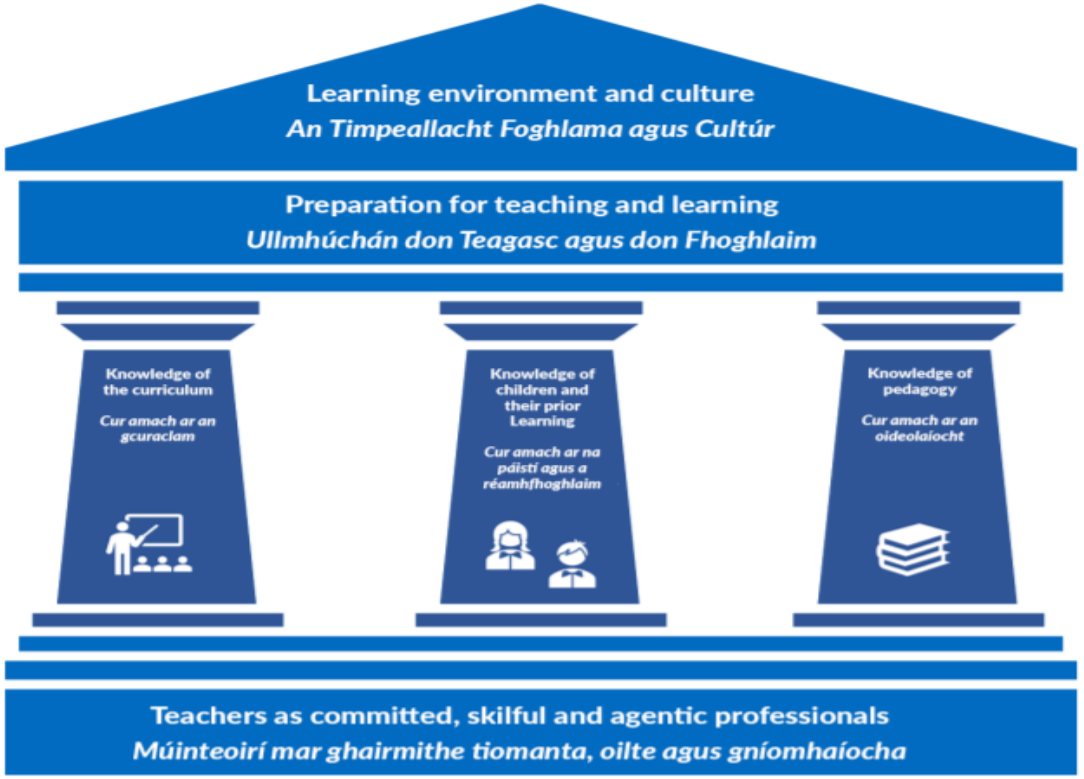
- **Oral language:** sentence structure and grammar, acquisition and use of vocabulary, comprehension, requests and questions, retelling and elaborating
- **Reading:** comprehension
- **Writing:** vocabulary

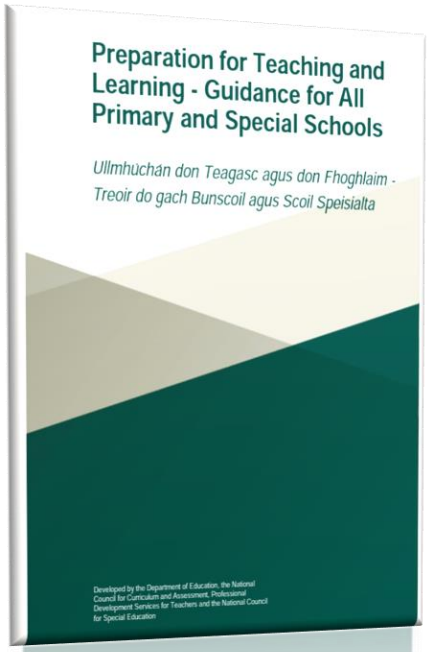
some may be bilingual or multilingual in languages other than English. Depending on age, many may be reading and writing in their home languages.

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

Break

Guidance for Preparation for Teaching and Learning





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Supporting the Professional Learning of School Leaders and Teachers

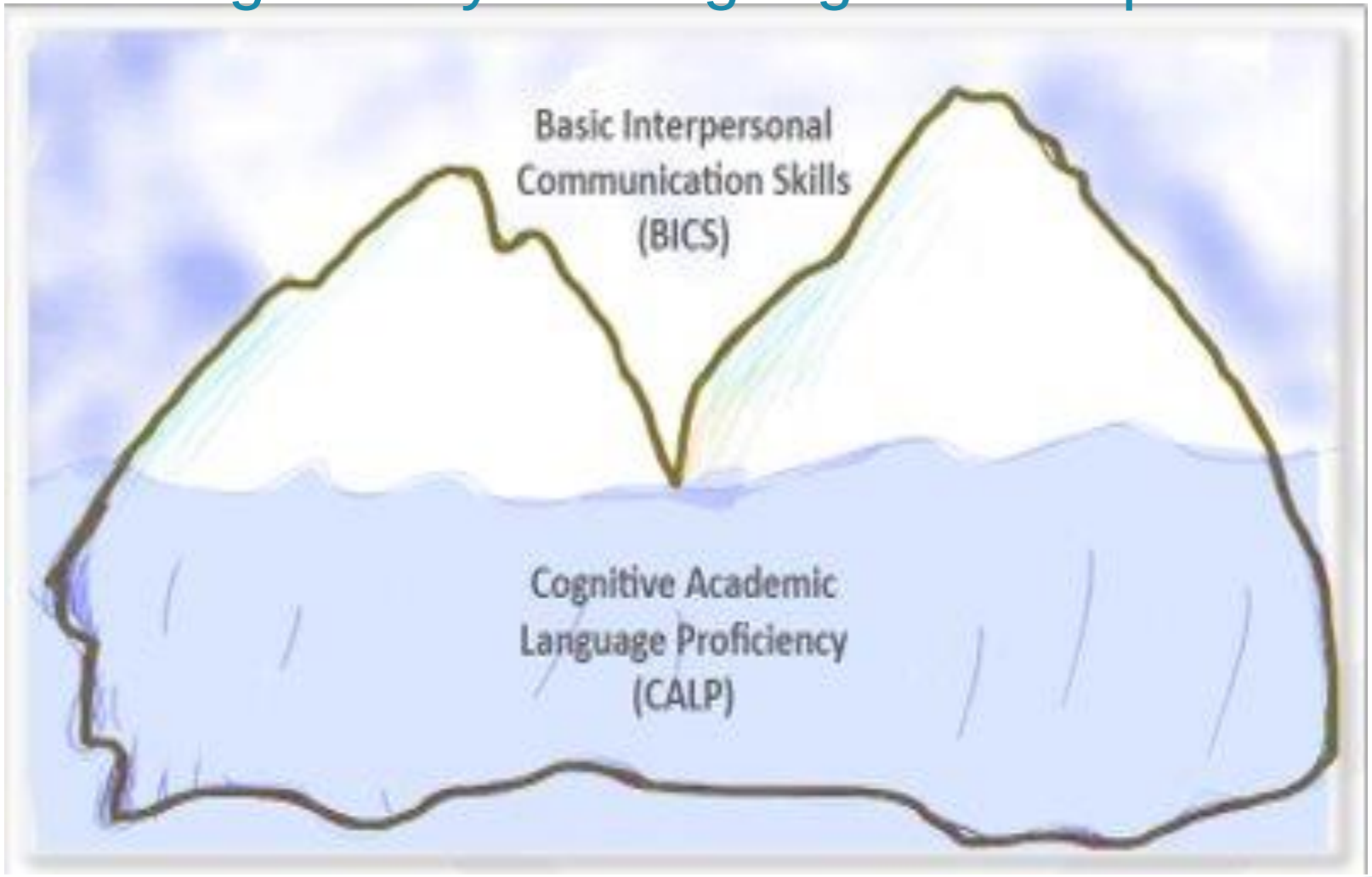
Part Two: EAL Pedagogies

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

Cummins' Iceberg Theory of Language Development



Knowledge of Pedagogy

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

Knowledge of Pedagogy

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

Jim Cummins' Iceberg Theory of Language Development

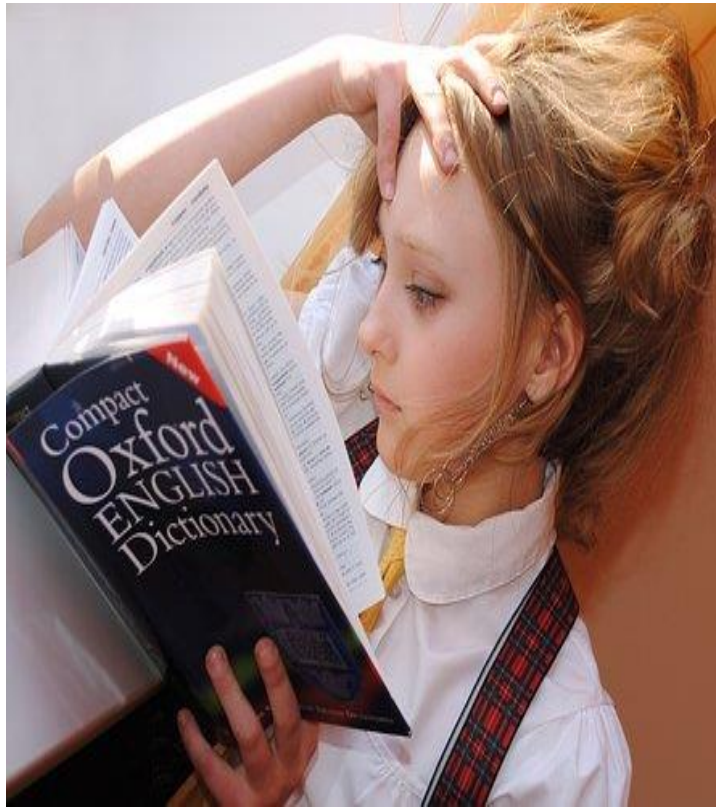
Use Scaffolding Strategies

Oide

- Digital Tools and Translation Software
- Modelling and Gestures (TPR=Total Physical Response)
- Visuals and Realia
- Intential small group and partner work
- Home language as a scaffold
- Connect to background knowledge and prior learning
- Graphic organisers
- Sentence structures: sentence frames, stems and starters
- Read aloud
- Pre-teaching key vocabulary

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. **Translanguaging** 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.

Knowledge of Pedagogy

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**."

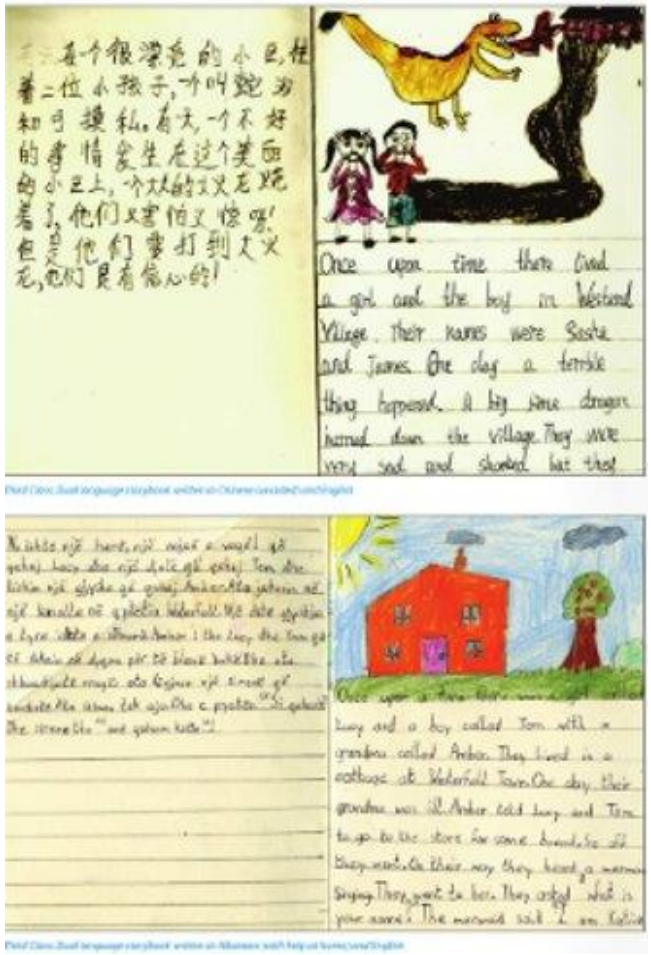
Meeting Additional Language Needs: Whole-school and Classroom Approaches for Inclusive Language Learning Findings from Primary and Post-primary school inspections of English as an Additional Language February 2024

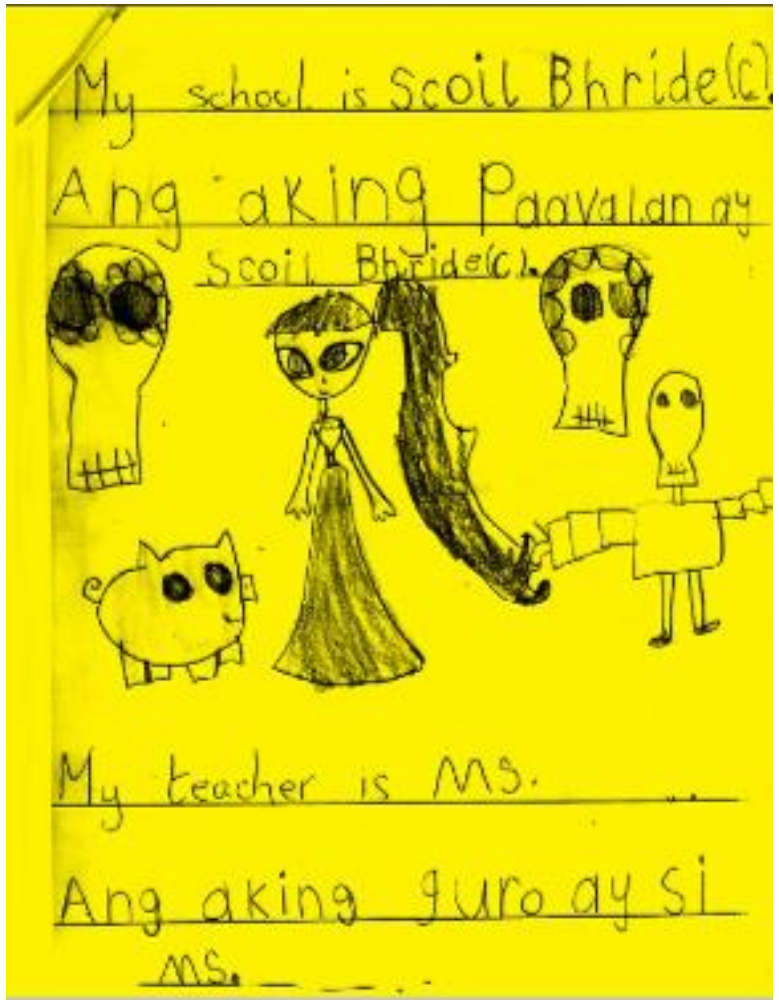
A Curriculum for All Learners

"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)

Plurilingualism in Action





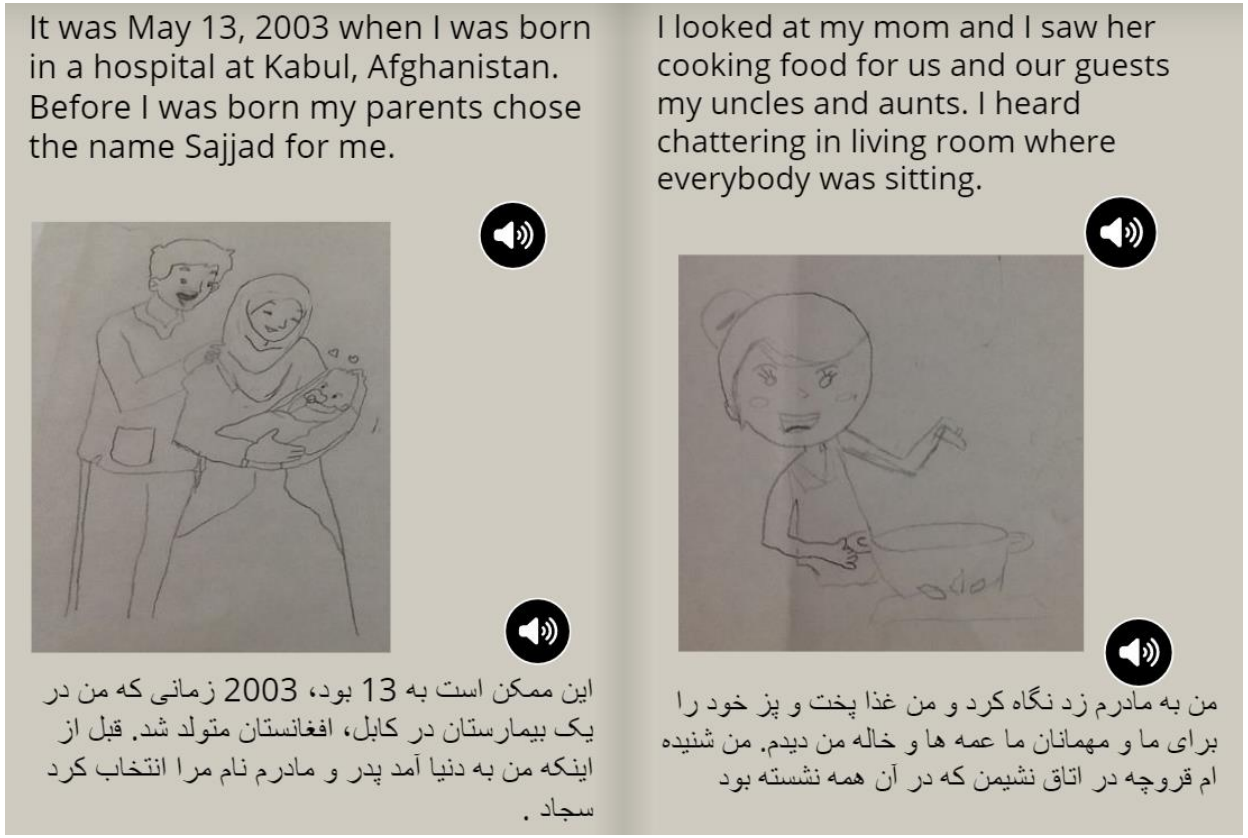
"When you bring in the home languages the lights come on"

Dr. Déirdre Kirwan

Oide

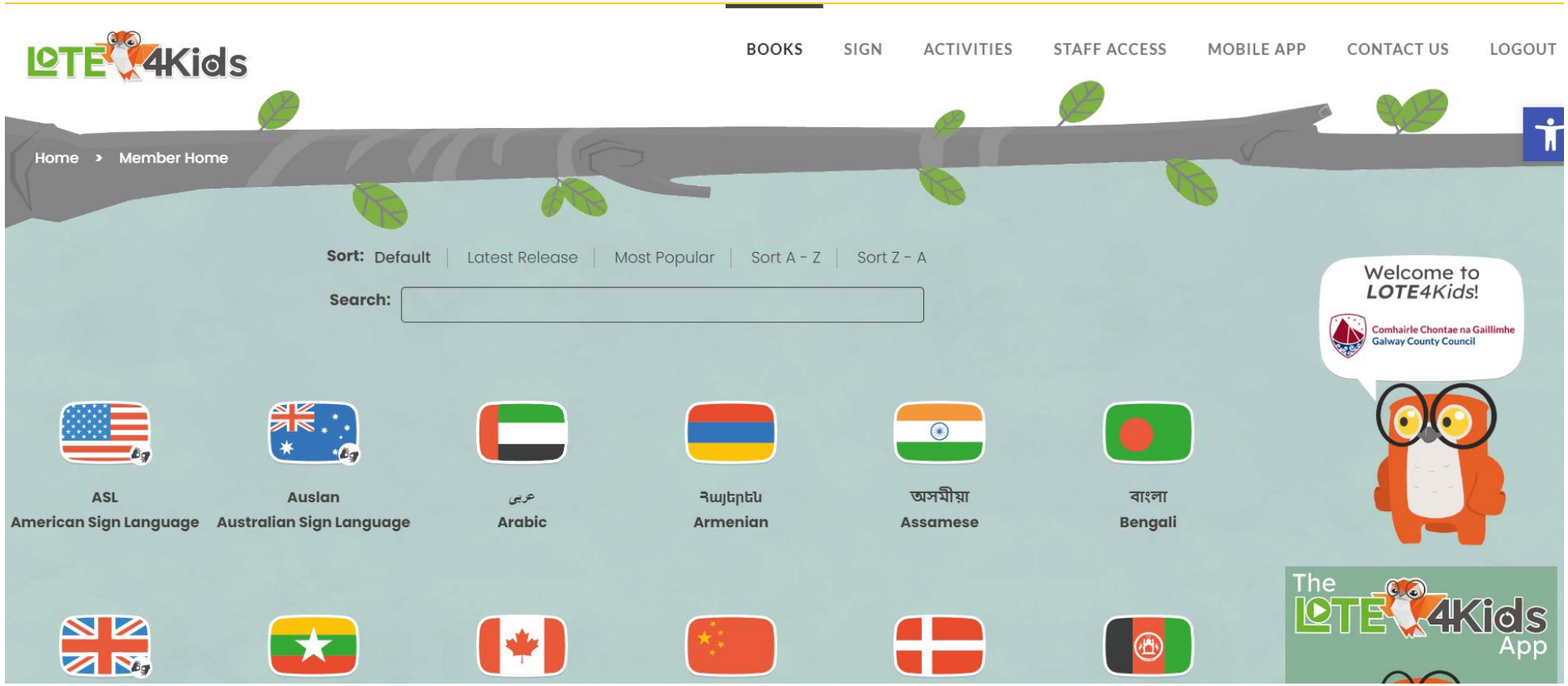
PPLI Intercultural Guidelines

Using Book Creator to Support Language Learners



Lote4Kids Dual Language Stories

(FREE with Library Card)



Seminar Reflections

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

Date and time of next session

Oide

Tacú leis an bhFoghlaim 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 TWO

2024-2025

CC BY NC

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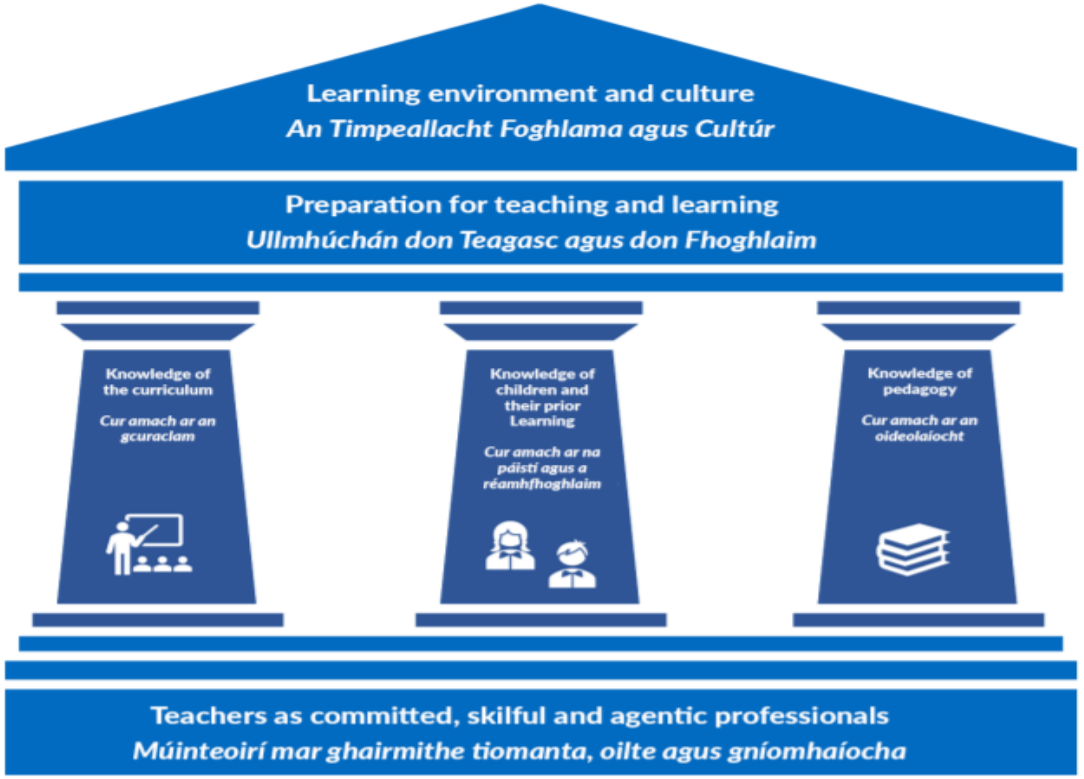
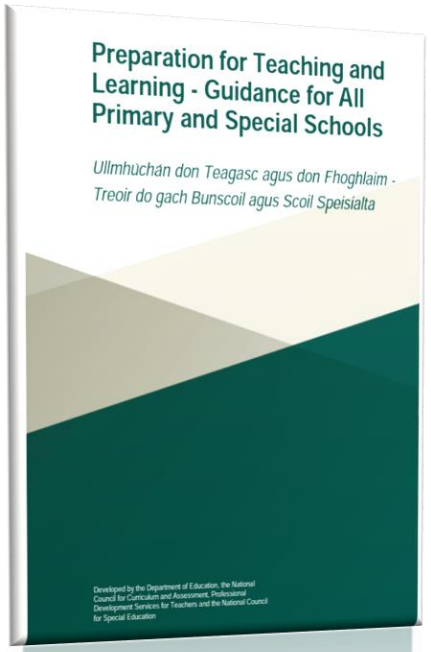
Guidance for Preparation for Teaching and Learning





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Supporting the Professional Learning of School Leaders and Teachers

Teaching, Learning and Assessment for EAL learners

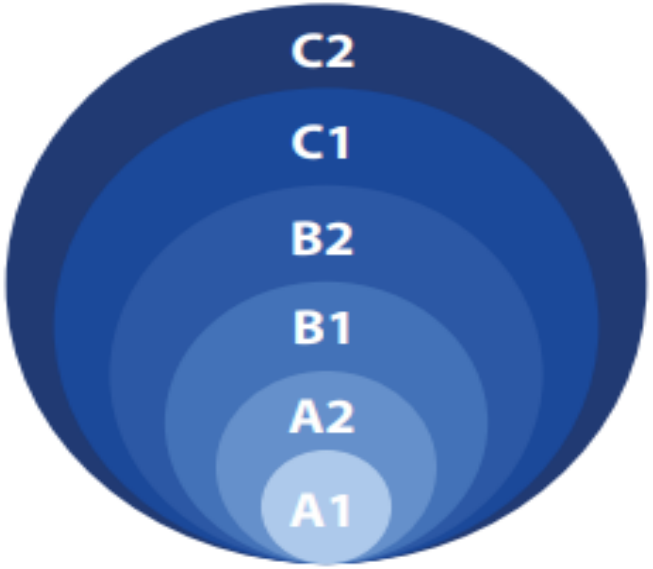
By the end of this session participants will have begun to:

- 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.

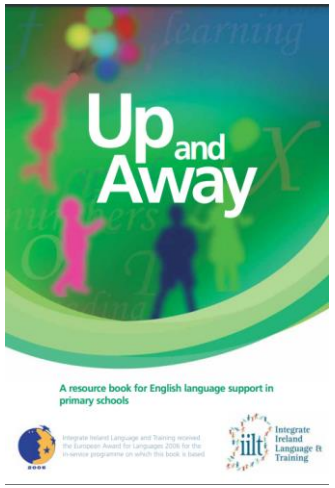
Knowledge of the Curriculum

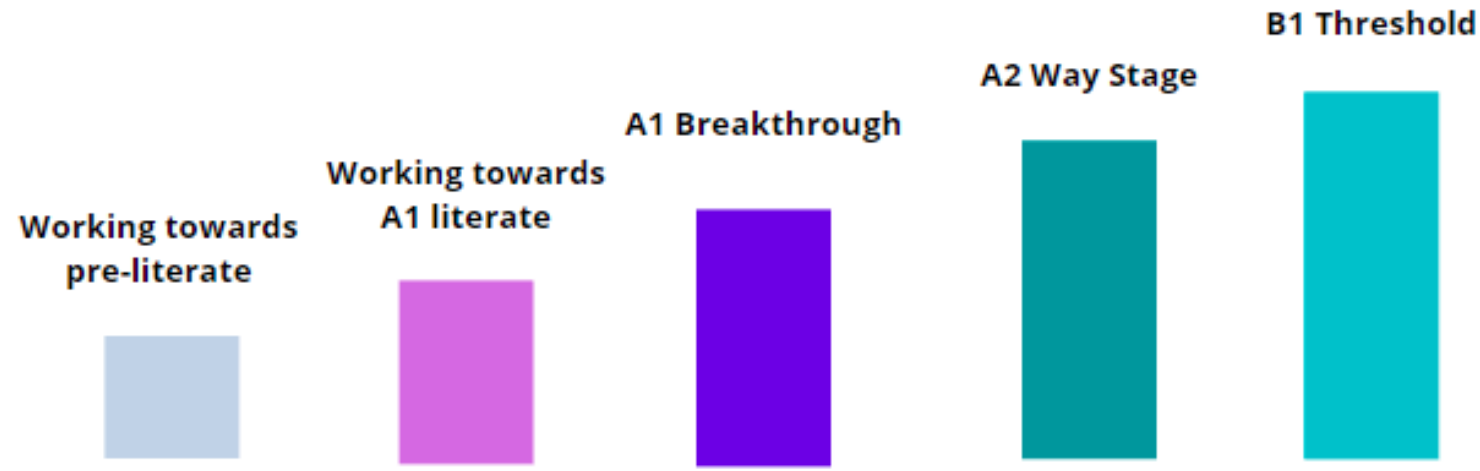
Assessing Language Proficiency

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



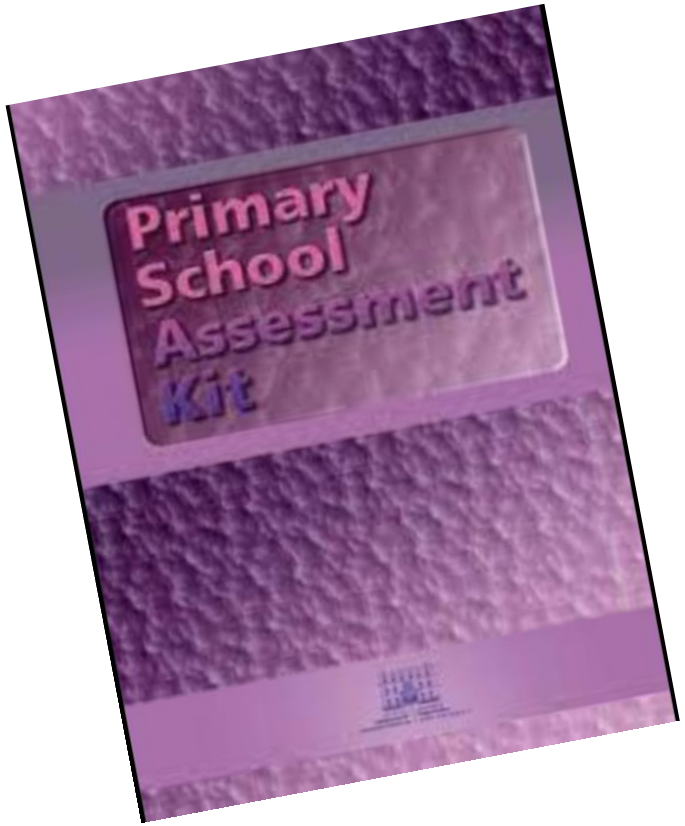
13 Themes based on CEFR Levels





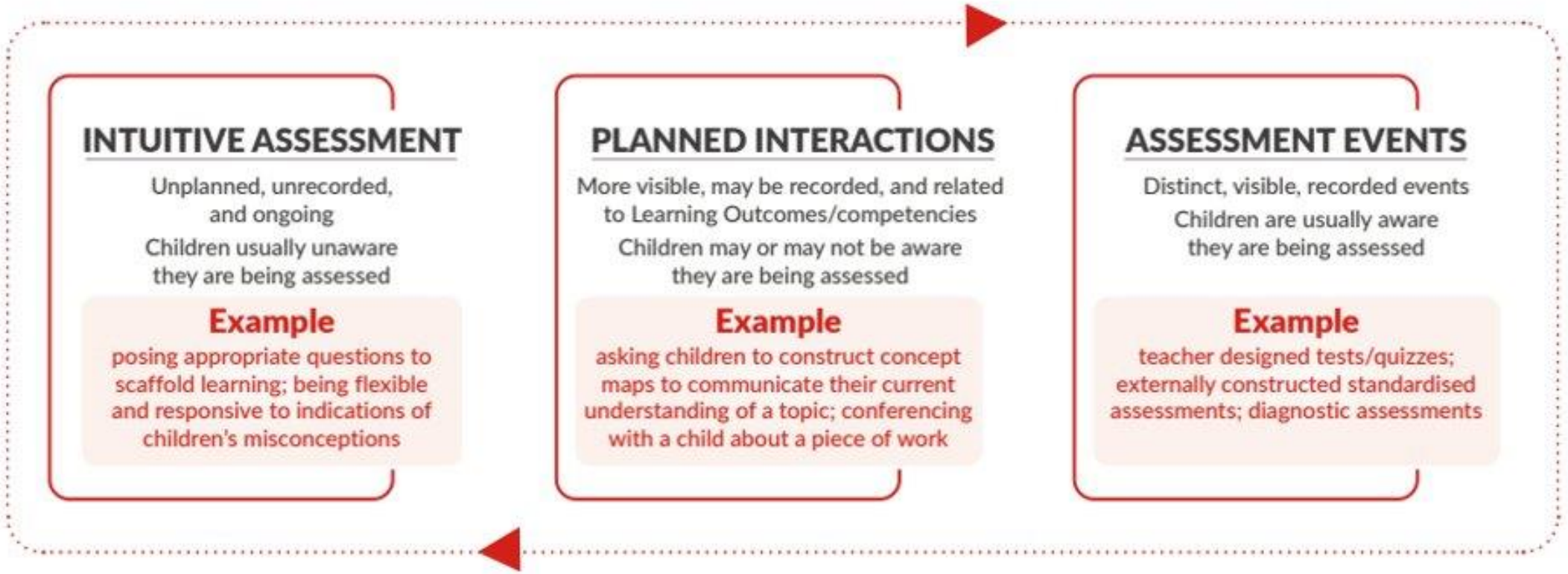
Knowledge of the Curriculum

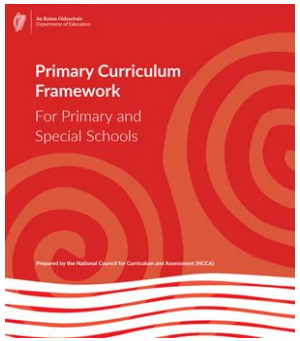
Assessing Language Proficiency



- 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





Teaching and Learning

Use Scaffolding Strategies

- Digital Tools and Translation Software
- Modelling and Gestures (TPR=Total Physical Response)
- Visuals and Realia
- Intential small group and partner work
- Home language as a scaffold
- Connect to background knowledge and prior learning
- Graphic organisers
- Sentence structures: sentence frames, stems and starters
- Read aloud
- Pre-teaching key vocabulary

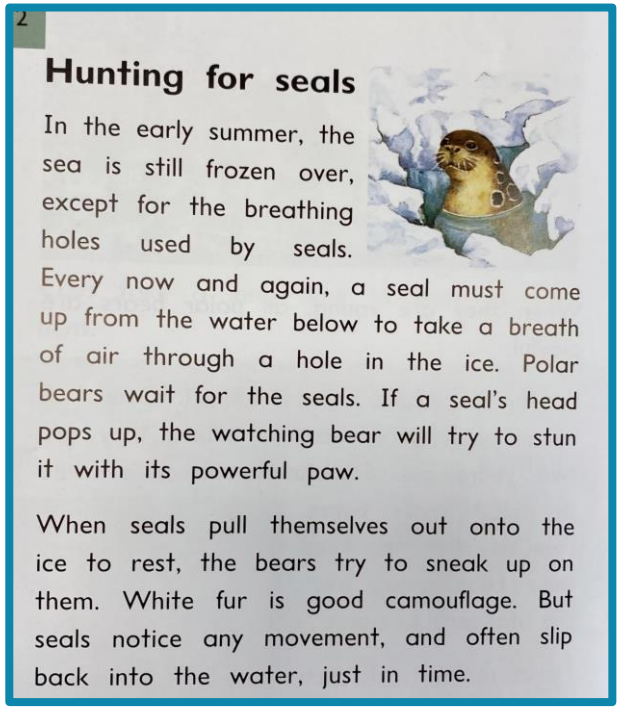
What scaffolding strategies are working well for you?

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

Accessing the Curriculum

Oide

Google Lens

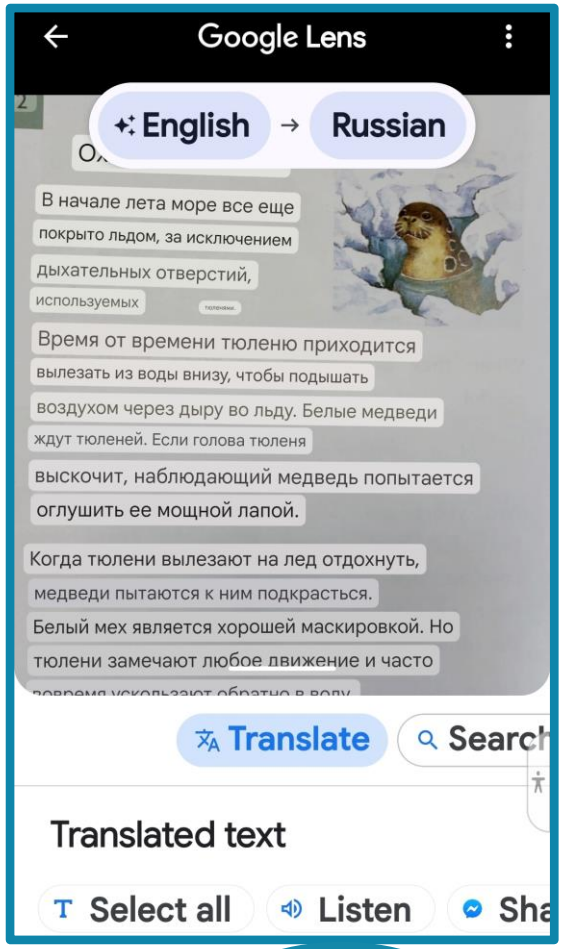


2

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.



Strategies to Support EAL Learners in Mainstream Classes

Listen

Write

Discuss

Correct

Signpost Lessons to Support Classroom Learning

How to Teach Vocabulary

Oide

- 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

Oide

Math Glossaries

Elementary School Math

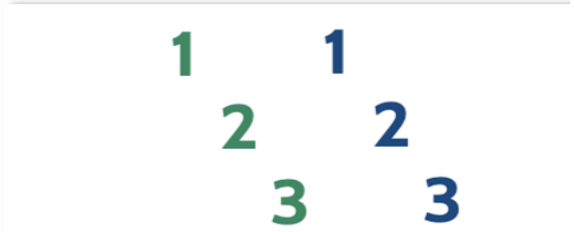
- Albanian
- Arabic
- Bengali
- Burmese
- Chinese (simplified)
- Chinese (traditional)
- Dutch
- French
- Fulani
- Greek
- Haitian
- Hindi
- Italian
- Japanese
- Karen
- Kinyarwanda
- Korean
- Kurdish (Kurmanji)
- Malay
- Mandinka
- Nepali
- Pashto
- Polish
- Portuguese
- Punjabi
- Romanian
- Russian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

Transfer of Skills Supports ALL Learners



Conceptual Knowledge

Visualising
Predicting

Metacognitve and Metalinguistic Strategies

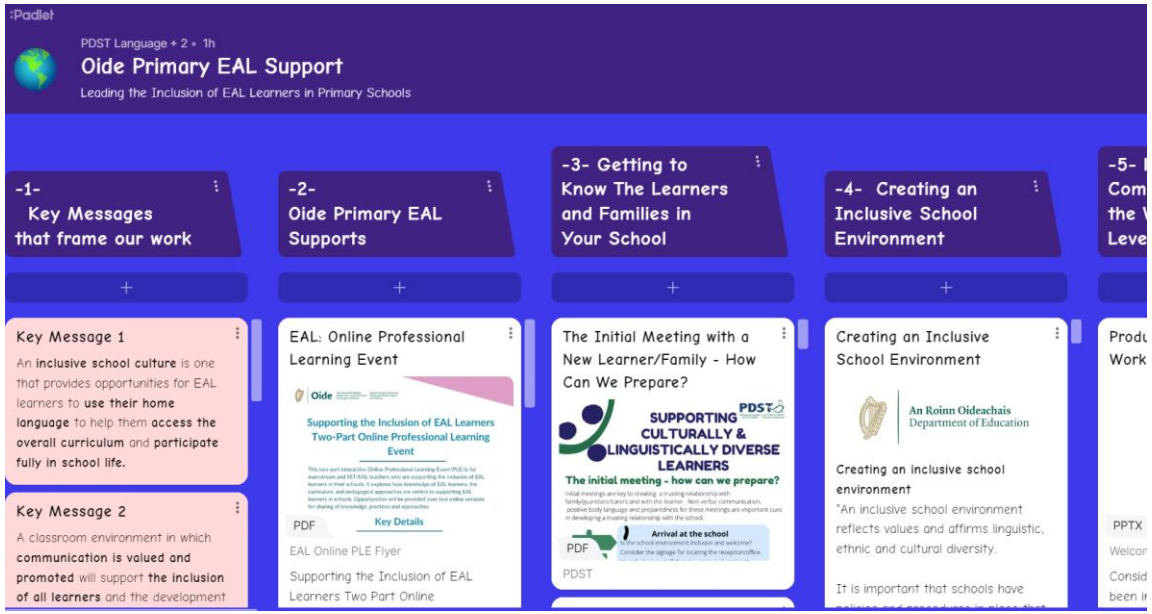
February	Feabhra	Febrero
March	Márta	Marzo
April	Aibreán	Abril
Cheese	Cáis	Queso

Specific Linguistic Elements

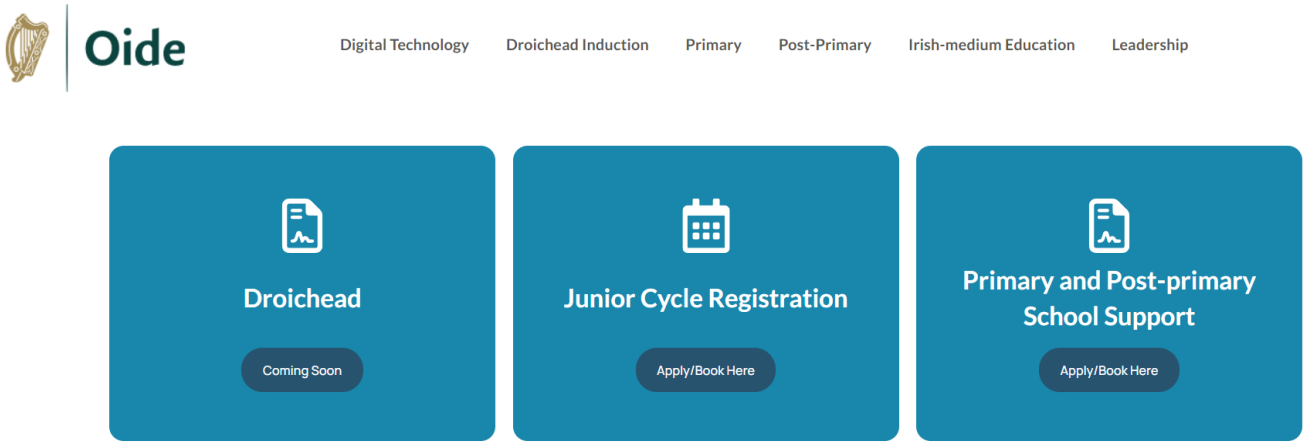
Cat –Mat -Sat

Phonological Awareness

EAL Supports for Schools



Oide Primary EAL Padlet



Oide School Support for EAL

@OideInclusiveEd

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

Online Workshop Reflections

Oide

Teaching, Learning and Assessment for EAL Learners

Use the chat box

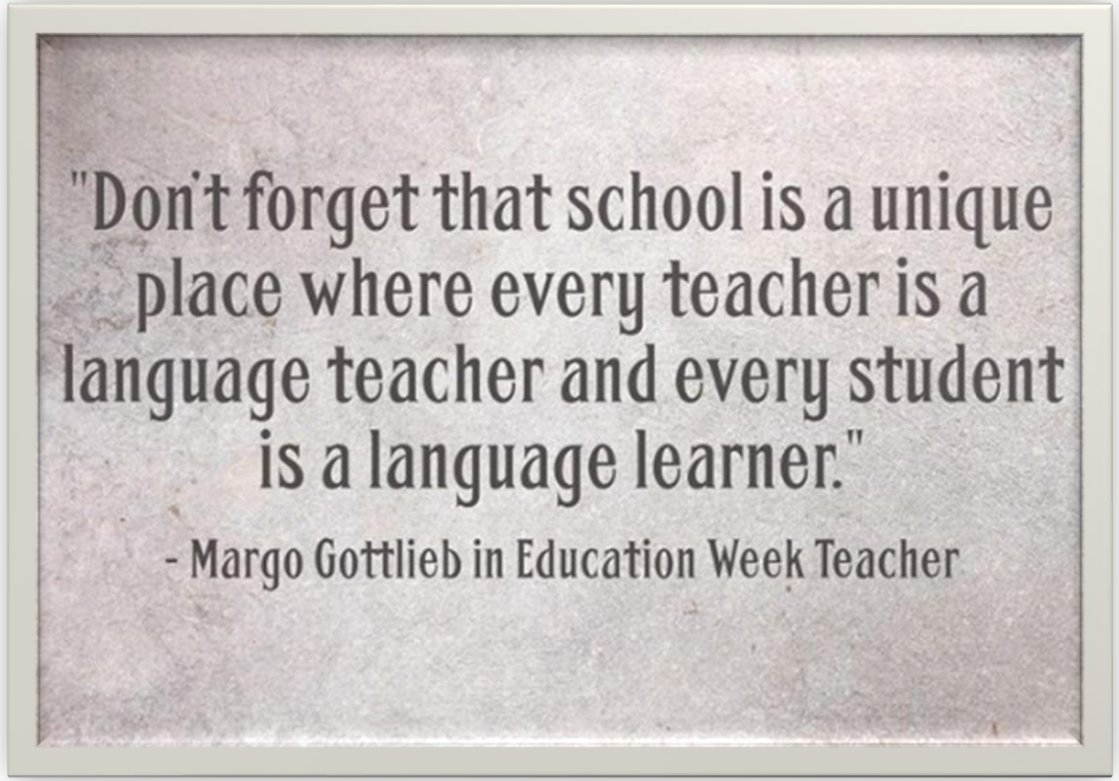
What are your key takeaways in terms of Teaching, Learning and Assessment for EAL learners?

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.**

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.

End of Workshop 2 of 2