Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

# Leading and Supporting the Inclusion of EAL Learners in Primary Schools

CC BY NC

# Introducing Oide

Oide

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Supporting the Professional Learning of School Leaders and Teachers

Lárionad Ceannaireachta Scoile
CSL
Centre for School Leadership

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE for teachers

NIPT
An Clár Náisiúnta Ionduchtaithe do Mhúinteoirí
The National Induction Programme for Teachers

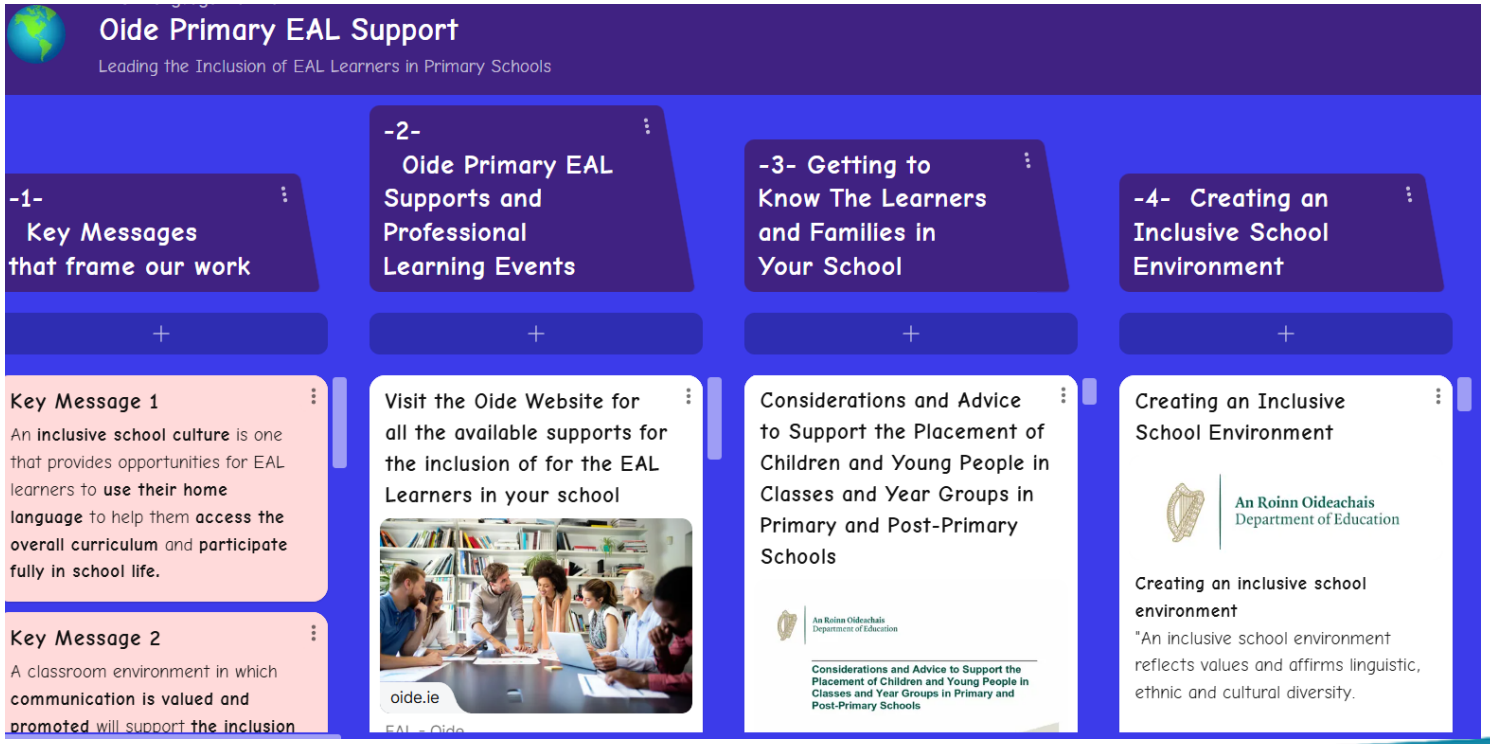
PDST
Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

# Seminar Overview

| | |
|---|---|
| **Session One**<br>09:30 - 11:00 | Knowledge of the EAL Learner |
| **Tea/Coffee**<br>11:00 – 11:15 | |
| **Session Two**<br>11:15 – 13:00 | Knowledge of Pedagogy<br>(EAL and Language Acquisition) |
| **Lunch**<br>13:00- 14:00 | |
| **Session Three**<br>14:00 - 15:30 | Knowledge of the Curriculum<br>(Teaching, Learning and Assessment for EAL Learners) |

# EAL Padlet

## Oide.ie -Primary- Inclusive Education – EAL- Resources



# Key Messages

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.**

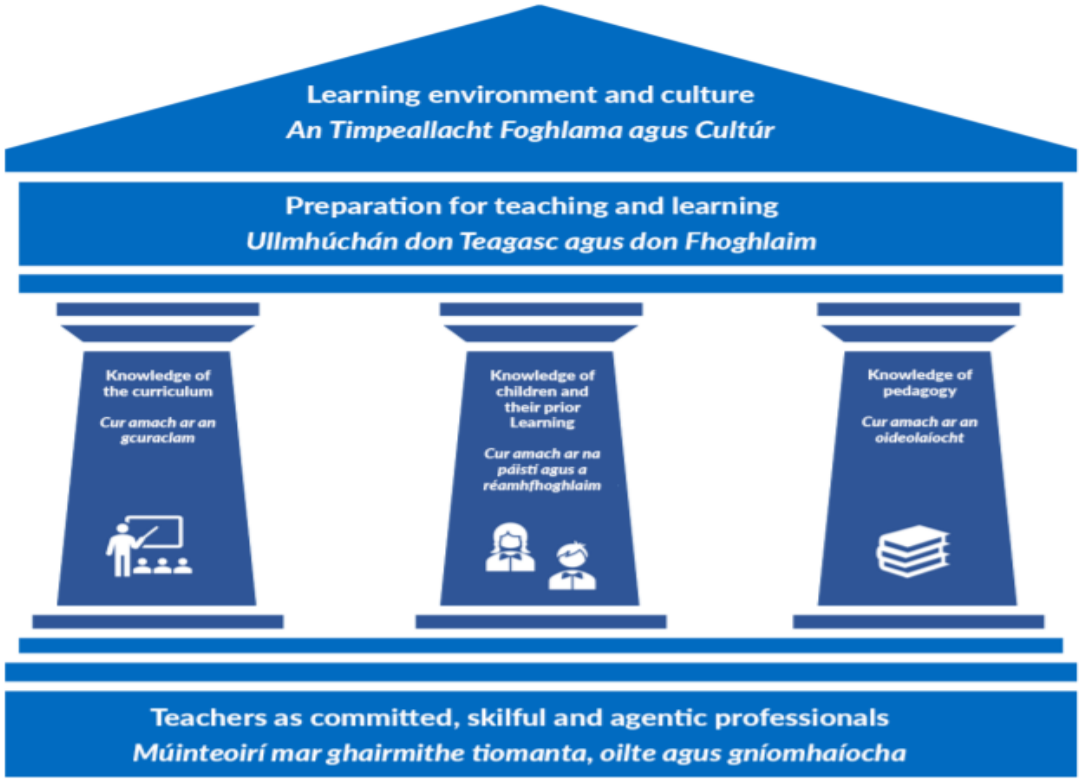
A classroom environment in which **communication is valued and promoted** will support **the inclusion of all learners** and the development of their **plurilingual repertoire across multiple languages.**

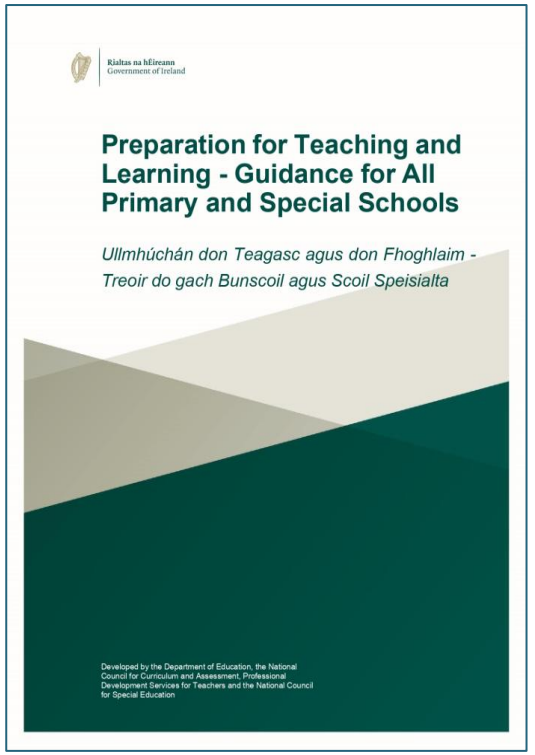
**Collaboration** among **all school staff** is essential for fostering **an inclusive learning environment** that supports EAL learners.

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

# Knowledge of the EAL Learner

## Guidance for Preparation for Teaching and Learning



Oide

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Purpose for the Day

# Session One

## Knowledge of the EAL Learner and their Prior Learning

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# Session One:

## Knowledge of the EAL Learner

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

- understand the importance of strengths-assets based approach to EAL learners and inclusive terminology
- recognise the importance of building knowledge of the learner to effectively support their learning
- appreciate the value of building and maintaining relationships and partnerships to build a knowledge of the learner
- explore digital tools to support communication

# Knowledge of the EAL Learner

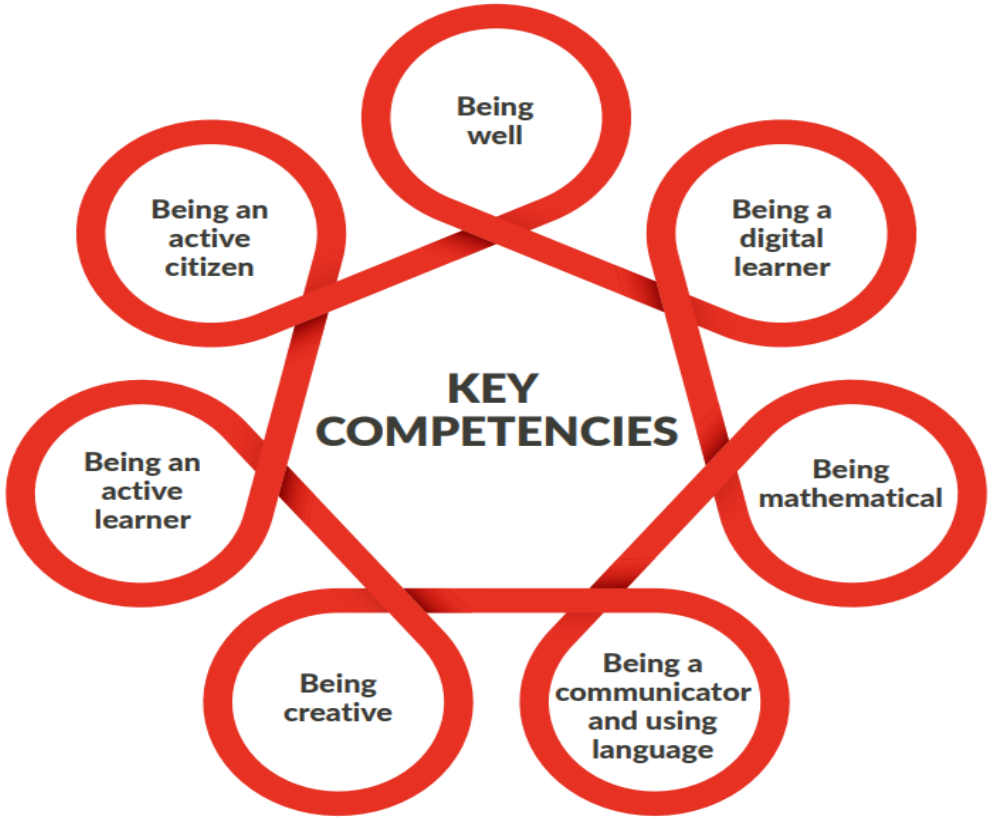
## EAL Support in Schools

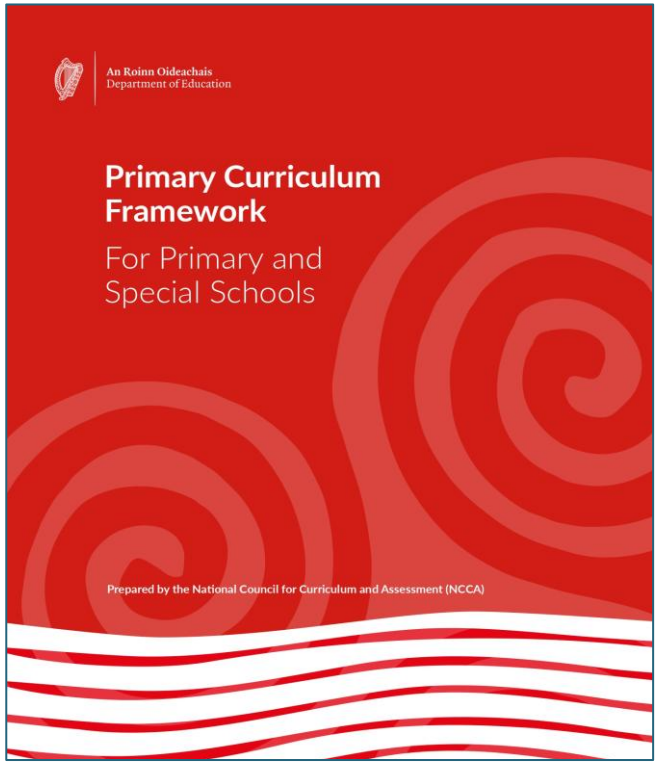
1) What is the goal of EAL support?

2) What do we want EAL Learners to experience in our schools?

# Knowledge of EAL Learner

## Key Competencies from the Primary Curriculum Framework



# Knowledge of the EAL Learner

## Home Language, Culture and Identity

Professor Jim Cummins, University of Toronto

# Knowledge of the EAL Learner

## A Strengths/Assets-Based Approach

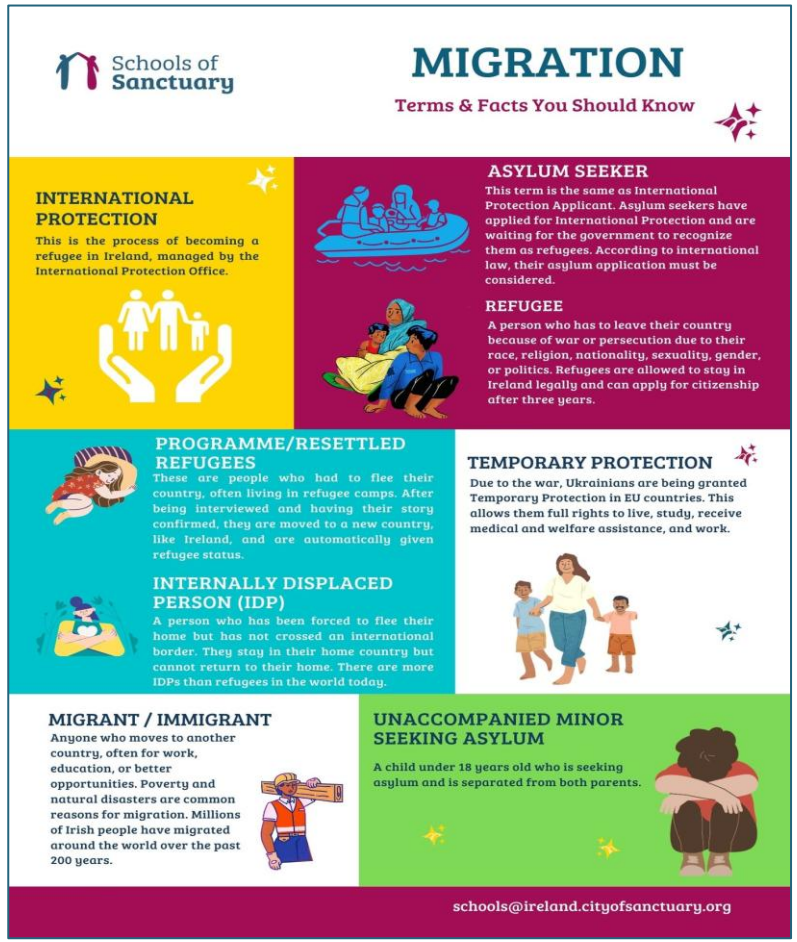
*"What will happen when we think about what is right with people rather than fixating on what is "wrong" with them?"*

Donald Clifton

# Knowledge of the EAL Learner

## Using Inclusive Language

**Language Matters!**




[Schools of Sanctuary, Ireland]

# Knowledge of the EAL Learner

## Case Studies

*"I am a 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 12 years old. I finished school in Brazil. My family and I moved to Ireland one month ago. We speak Brazilian Portuguese at home. I love spending time with my Mam and Dad."*

**Theo**

*"I am 9 years old. I am from Georgia and I live in an International Protection Centre with my parents and sister. I arrived in Ireland in November 2024 and have started to learn English."*

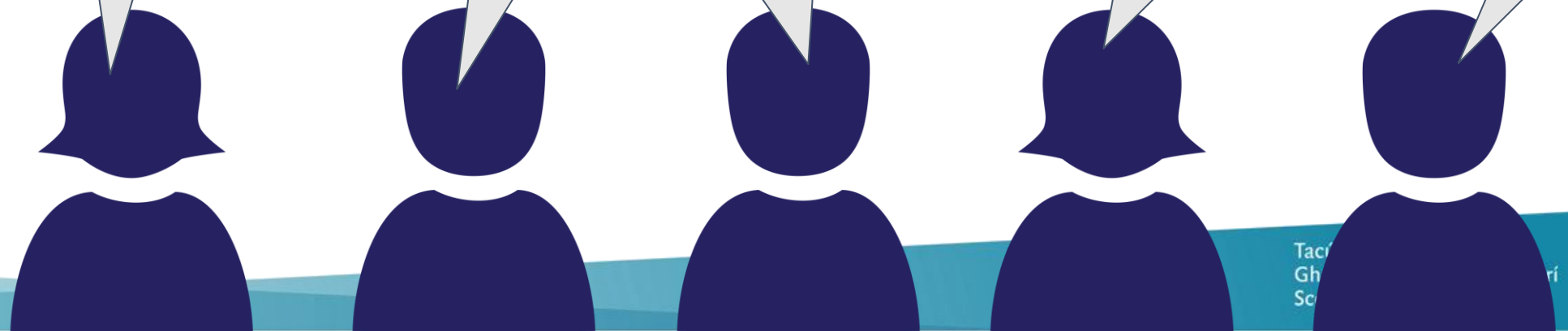
**Zurab**

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

**Elena**

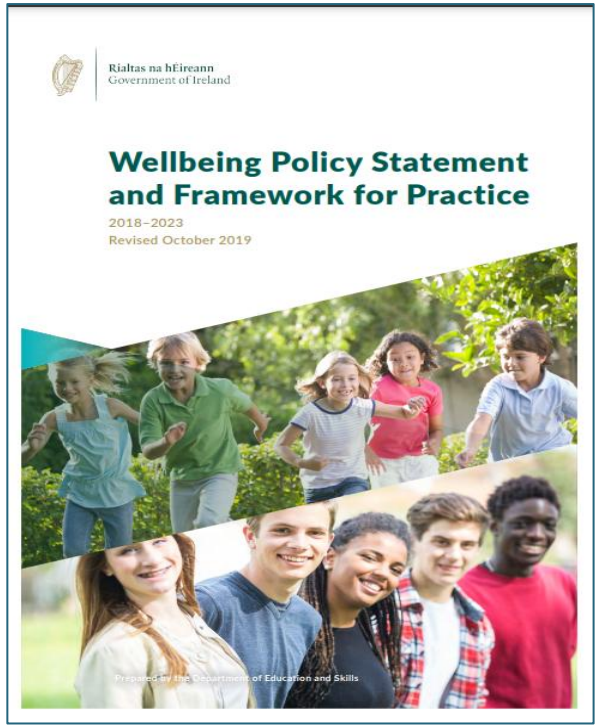
*"I am 10 years old and I'm in Fourth Class. I've been in Ireland for two years. I live with my mother and my cousins. I speak Russian and Ukrainian. I love building Lego."*

**Igor**



# Knowledge of the EAL Learner

## Key Areas of Wellbeing Promotion - Relationships and Partnerships




**Relationships & Partnerships**

- Student & staff relationships
- Peer relationships
- Student voice
- Partnership – staff, children and young people, parents/carers
- Partnerships with other schools
- Community partnerships
- External supports

# Knowledge of the EAL Learner

## Supporting Communication – Digital Tools

## Panel 6 – EAL Padlet

Microsoft Translator App

Google Lens Tutorial Video

Immersive Reader

For Google / For Microsoft

Google Translate

# Session One:

## Knowledge of the EAL Learner

In this session participants have begun to:

- understand the importance of strengths-assets based approach to EAL Learners
- recognise the importance of building knowledge of the learner to effectively support their learning
- appreciate the value of building and maintaining relationships and partnerships to enhance knowledge of the learner
- explore digital tools to support communication

Oide

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# Session Two

## Knowledge of Pedagogy (EAL and Language Acquisition)

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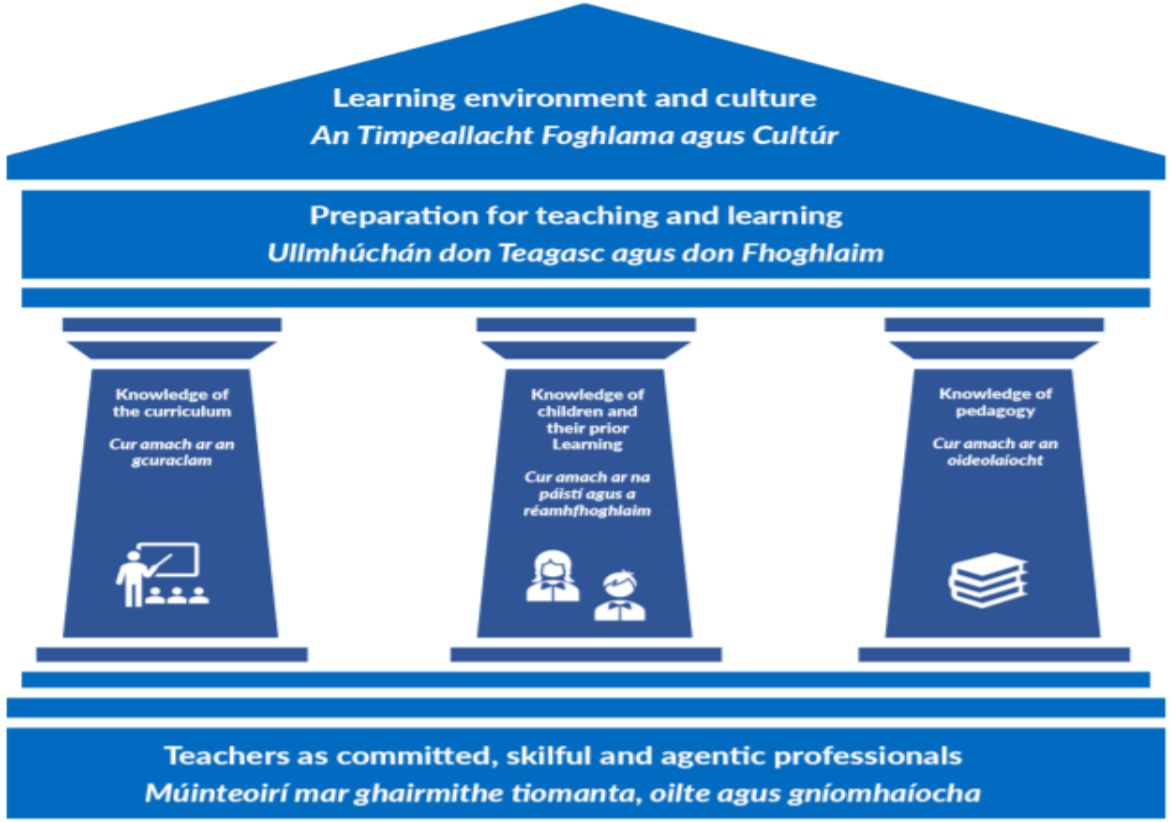
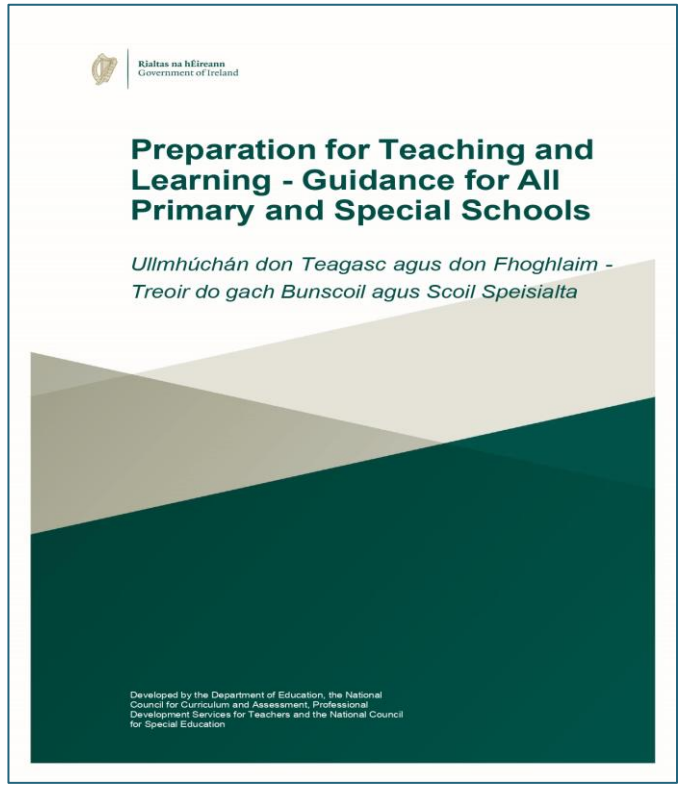
# Knowledge of the Pedagogy

## Guidance for Preparation for Teaching and Learning



# Session Two:

## Knowledge of Pedagogy (EAL and Language Acquisition)

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

- understand the development of second/additional language acquisition in the context of EAL learners in Irish primary schools
- consider what pedagogical approaches to language learning best support EAL learners
- explore some examples of playful and engaging experiences appropriate for EAL learners in mainstream and SET/EAL settings
- reflect on how the inclusive nature of the Primary Language Curriculum supports teachers to identify learning outcomes for all learners across all the languages in their Plurilingual Repertoire

# Knowledge of Pedagogy

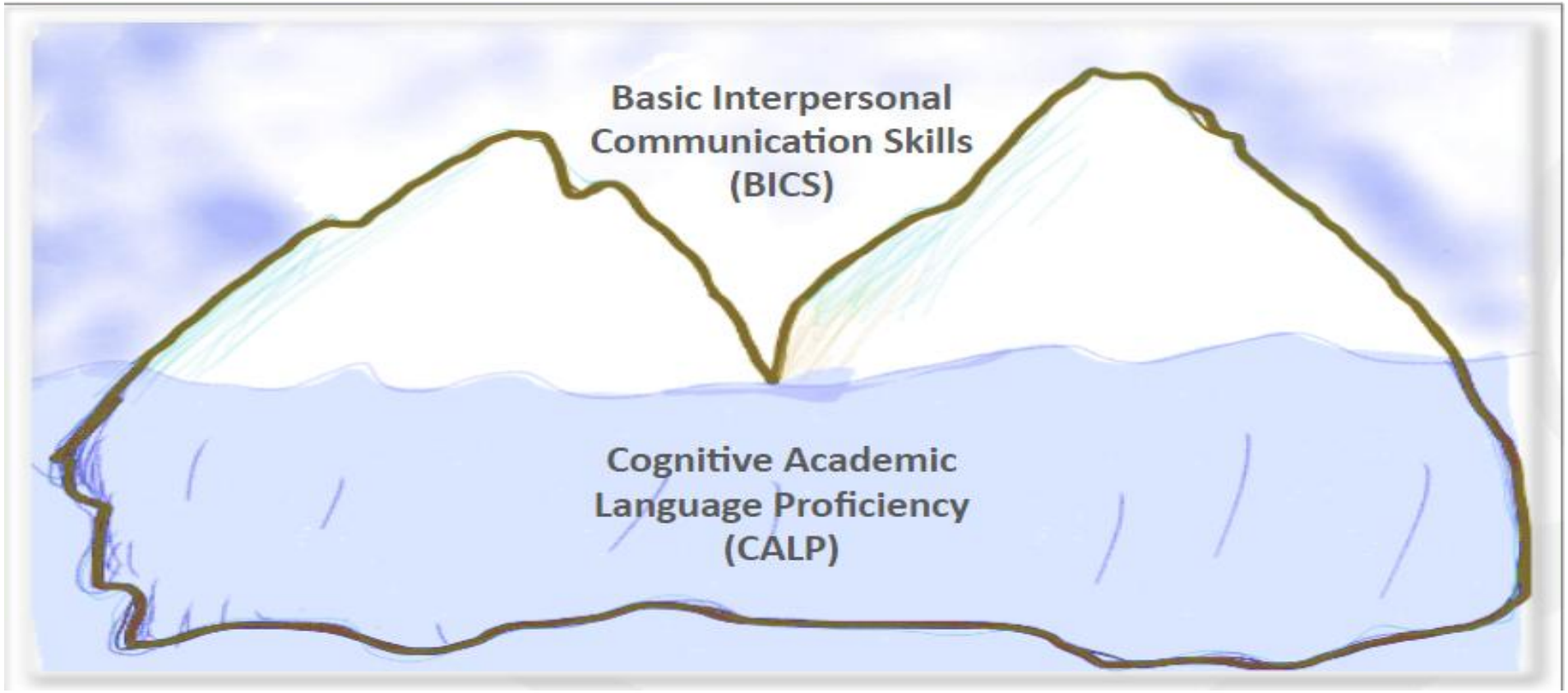
## Plurilingual Repertoire Self-Reflection

"Set of linguistic varieties (first language, regional, learned in school, during stays abroad, etc.) mastered by the same speaker, to whatever degree and for whatever purpose. The individual repertoire varies throughout life (acquisition of new languages, “forgetting” of known languages, etc.)"

*Gogolin, Ingrid (2007)*

# 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 0011/2025*

# Knowledge of Pedagogy

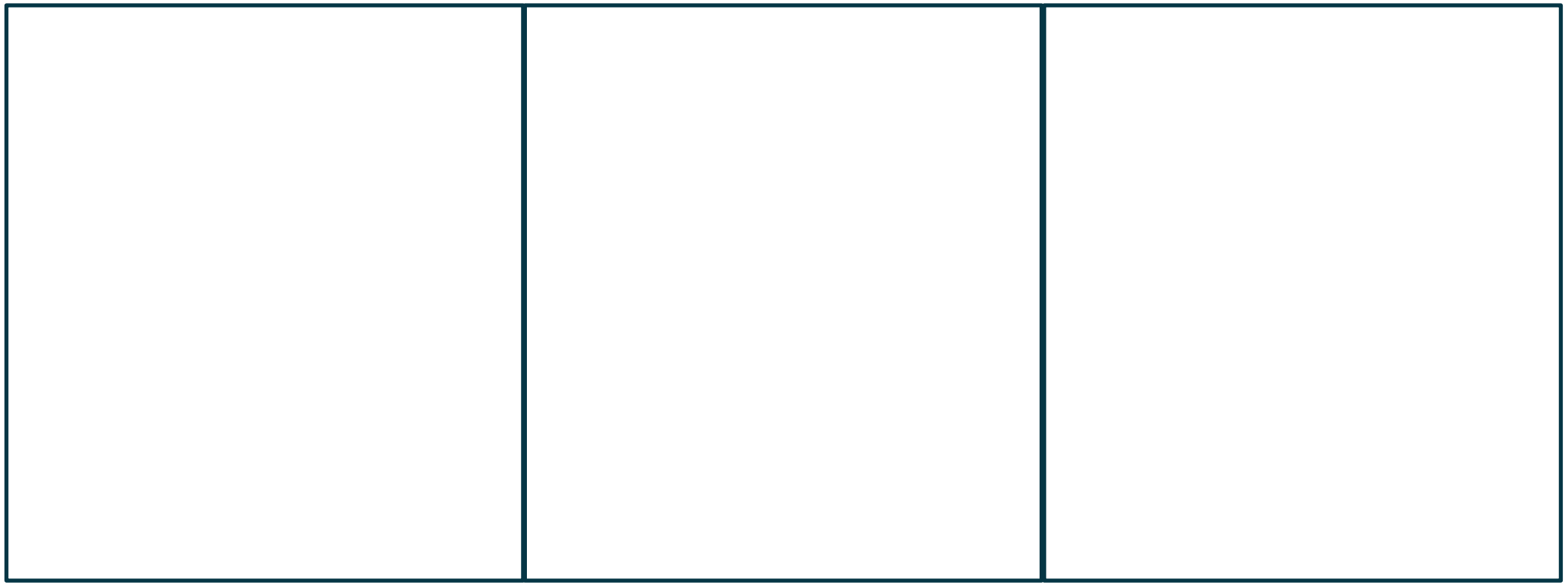
## Role of the EAL Support Teacher (or SET or SET/EAL Teacher)

"**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 0011/2025*

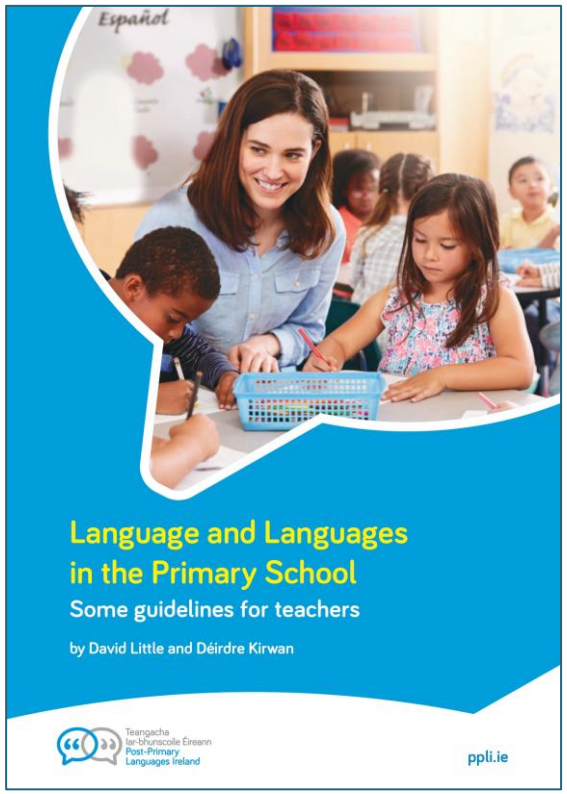
# Knowledge of Pedagogy

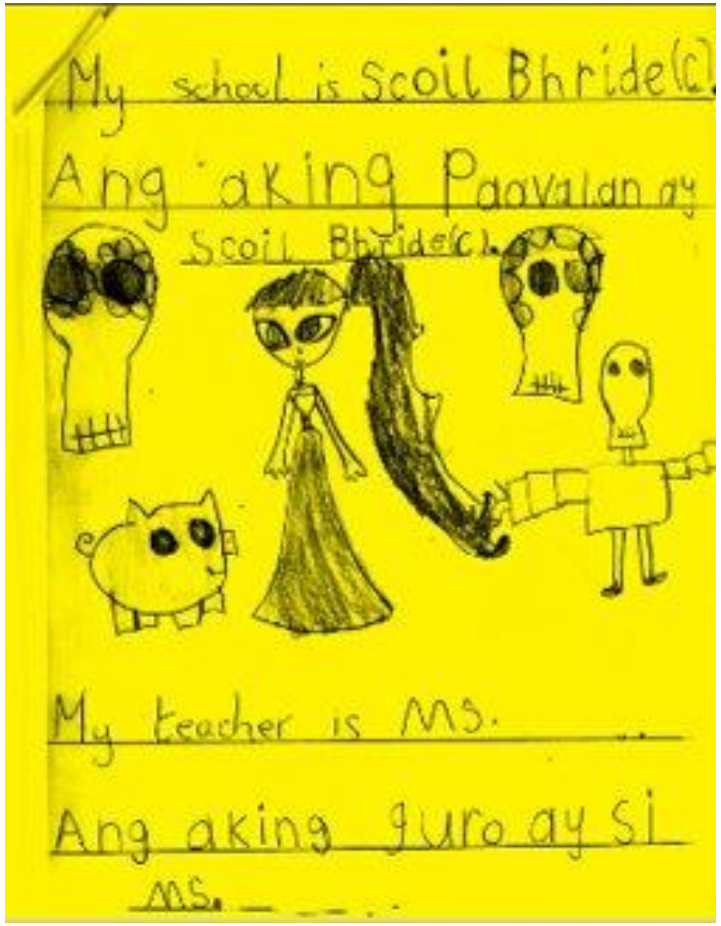
## Models of Language Learning

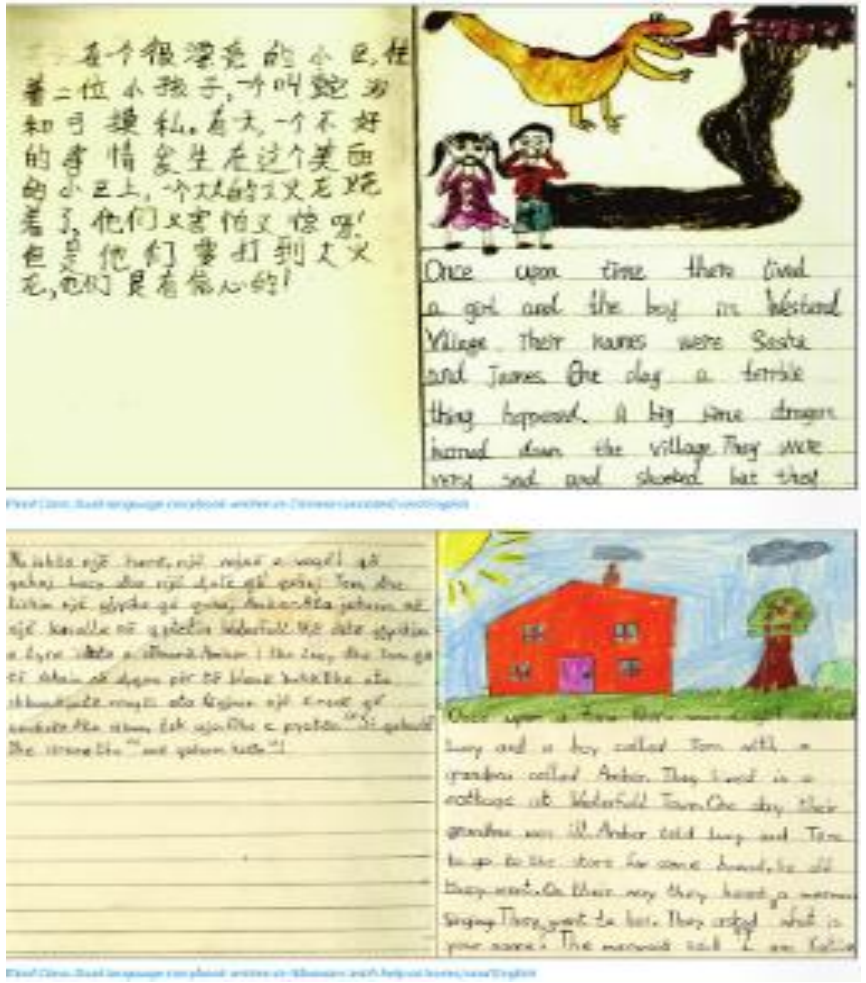


# Knowledge of Pedagogy

## PPLI Intercultural Education Guidelines

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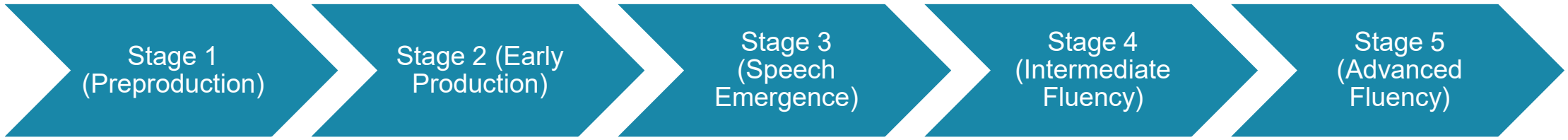
Supporting the Professional Learning of School Leaders and Teachers

# Knowledge of Pedagogy

## Stages of Second Language Acquisition (Stage 1-5)




(Krashen & Terrell, 1983)

# Knowledge of Pedagogy

## Factors that May Affect the Acquisition of Language/s of Schooling

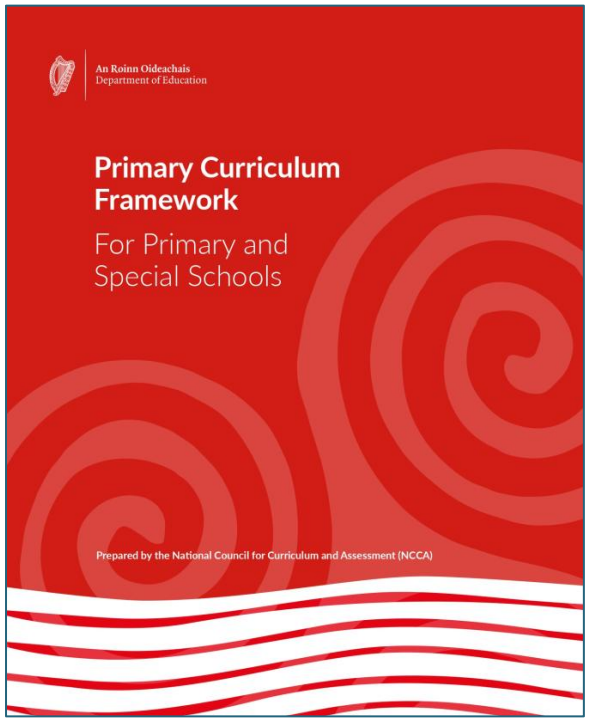
| Intrinsic Factors* | Extrinsic Factors |
|---|---|
| Age | Trauma / Wellbeing |
| Aptitude | Socio-economic conditions |
| Cognitive Style | Attendance/disengagement with education |
| Attitude | Quality of education/comprehensible input |
| Motivation | 'Distance of target language/s' |
| Personality | |

*Ellis, 1985 & 2015

# Knowledge of Pedagogy

## Pedagogical Approaches

"Teachers use appropriate and evidence-based pedagogical approaches and strategies to foster children's engagement, ownership, and challenge. Such pedagogical approaches and strategies connect with children's life experience, circumstances, strengths, and interests." p.6




**What are good pedagogical approaches to language learning?**

# Knowledge of Pedagogy

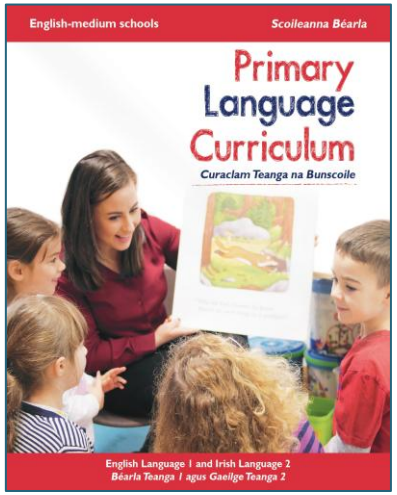
## Pedagogical Approaches

The Communicative Approach

Functions of Language

Content and Language Integrated Learning (CLIL)

Transfer of Skills




Immersion

Playful Learning Experiences

Language Awareness and Cultural Awareness

Linguistic Diversity

# Knowledge of Pedagogy

## Language Development Learning Experiences

# Session Two:

## Knowledge of Pedagogy (EAL and Language Acquisition)

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

- understand the development of second/additional language acquisition in the context of EAL learners in Irish primary schools
- consider what pedagogical approaches to language learning best support EAL learners.
- explore some examples of playful and engaging experiences appropriate for EAL learners in mainstream and SET/EAL settings.
- reflect on how the inclusive nature of the Primary Language Curriculum supports teachers to identify learning outcomes for all learners across all the languages in their Plurilingual Repertoire

Oide

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Supporting the Professiona Learning of School Leaders and Teachers

# Session Three

## Knowledge of the Curriculum (Teaching, Learning and Assessment for EAL Learners)

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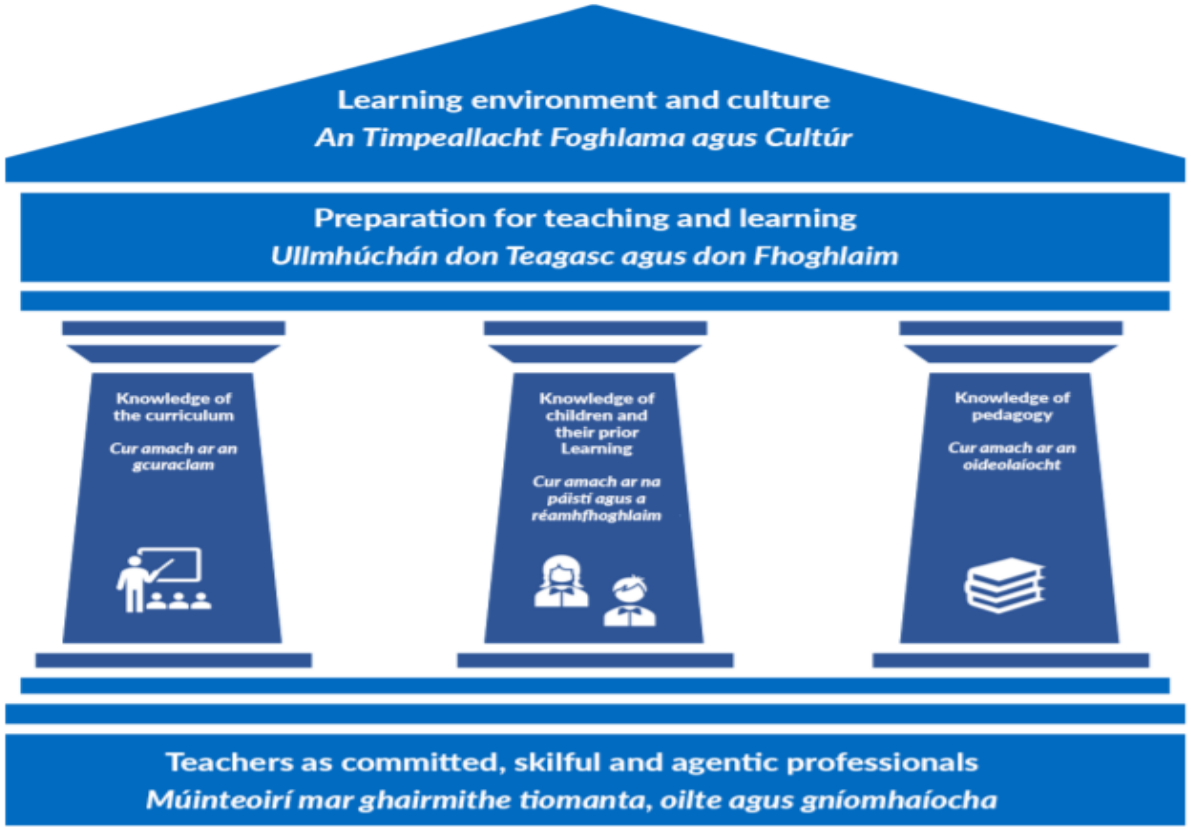
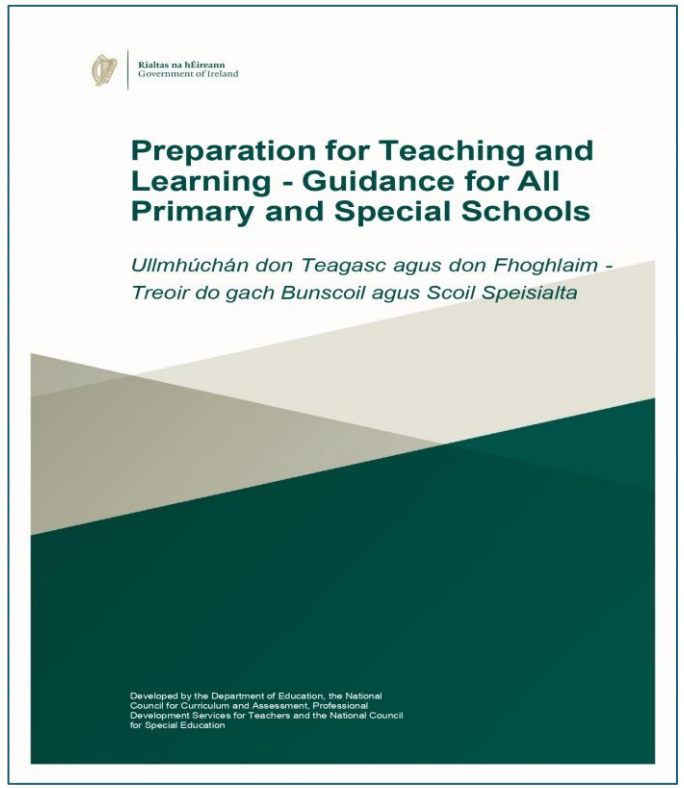
# Knowledge of the Curriculum

## Guidance for Preparation for Teaching and Learning



# Session Three:
## Knowledge of the Curriculum
## (Teaching, Learning and Assessment for EAL Learners)

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

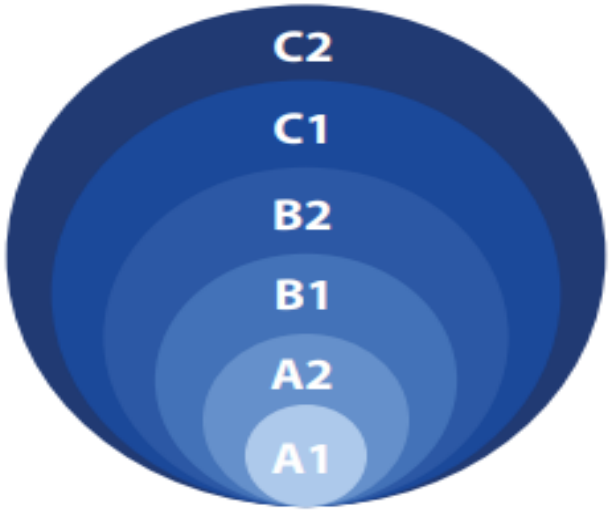
- consider good practice in relation to preparation for Teaching, Learning and Assessment across the curriculum for EAL Learners

- explore collaborative Teaching, Learning and Assessment practices that support EAL learners to access the curriculum in all learning settings

# Knowledge of the Curriculum

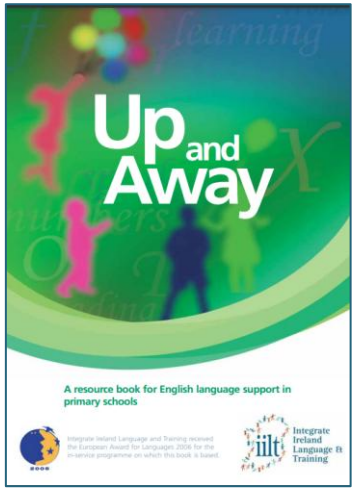
## Assessing Language Proficiency

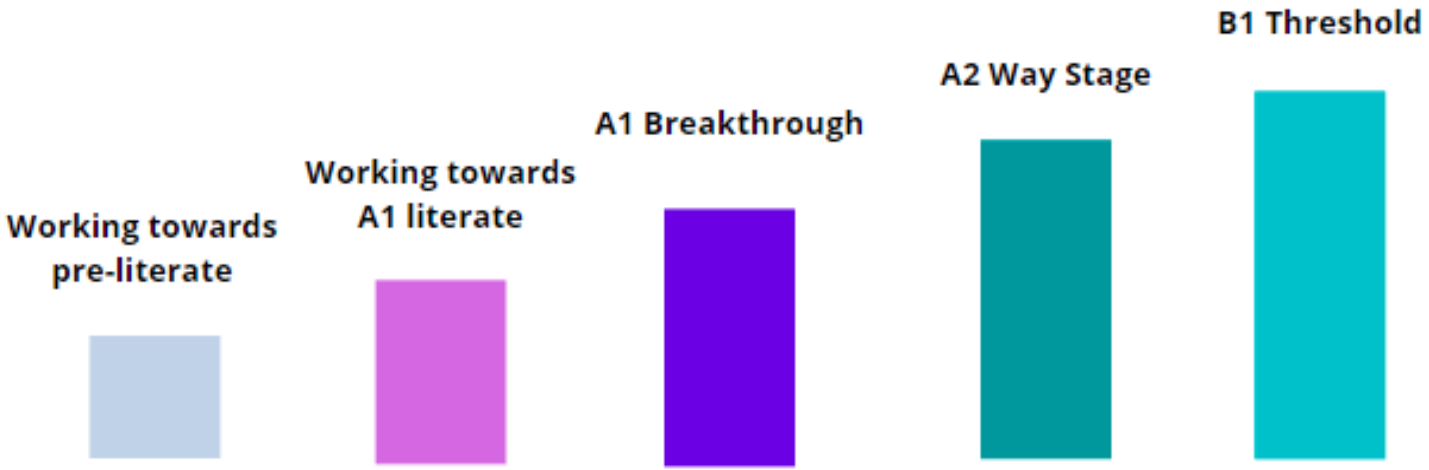
**CEFR* Language Proficiency Levels**




**CEFR***
**Common European Framework for References of Languages**

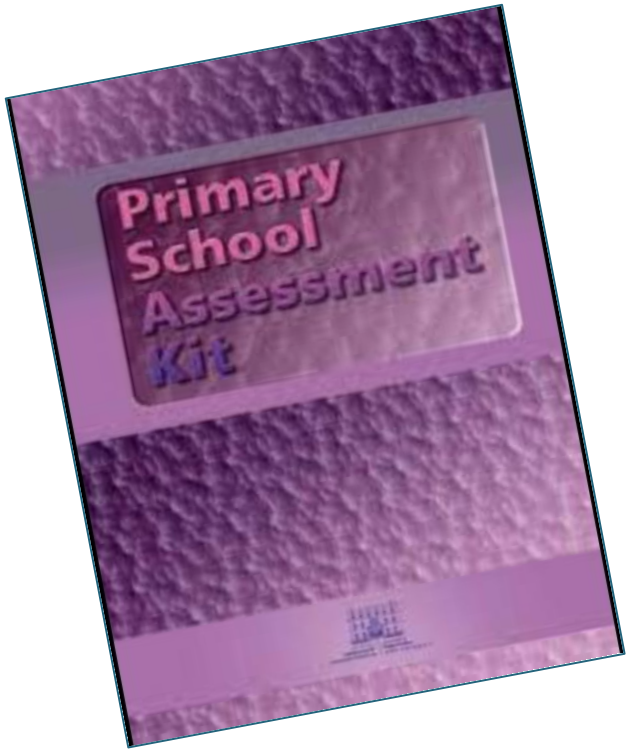
13 Themes based on CEFR Levels



# 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. Junior and Senior Infants are only assessed in Listening and Speaking.
- The PSAK is the tool teachers use to assess Language Proficiency in Irish Primary Schools.

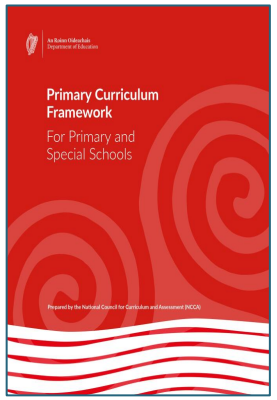
# Knowledge of the Curriculum
## Primary School Assessment Kit Administration

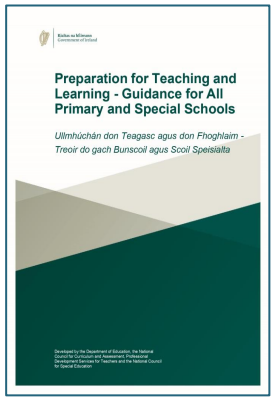
- PSAK SET 1 (Placement) Test for new entrants should be administered three to four weeks after the EAL learner has arrived in the country.
- There are no specific timeframes for the administration of the remaining sets (SET 2 and SET 3) of the PSAK.* Teachers are best placed to decide where to begin 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.

# Knowledge of the Curriculum

## Continuum of Assessment




### INTUITIVE ASSESSMENT

Unplanned, unrecorded, and ongoing

Children usually unaware they are being assessed

**Example**

posing appropriate questions to scaffold learning; being flexible and responsive to indications of children's misconceptions

### PLANNED INTERACTIONS

More visible, may be recorded, and related to Learning Outcomes/competencies

Children may or may not be aware they are being assessed

**Example**

asking children to construct concept maps to communicate their current understanding of a topic; conferencing with a child about a piece of work

### ASSESSMENT EVENTS

Distinct, visible, recorded events

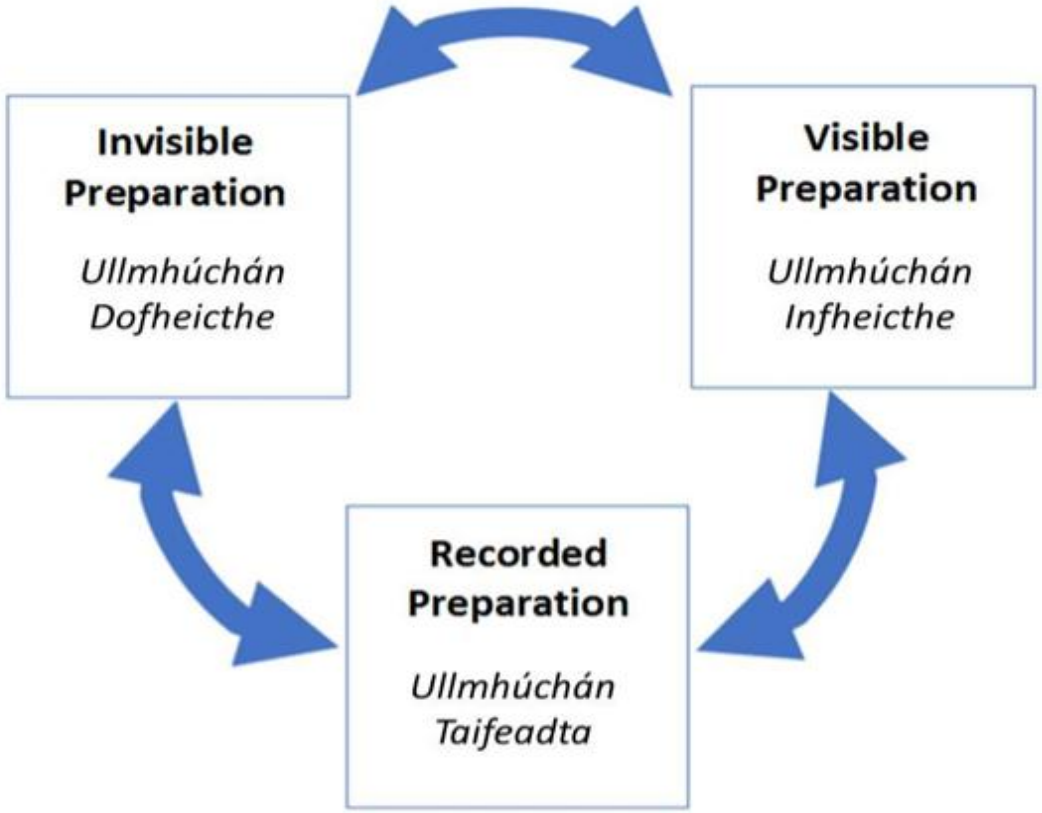
Children are usually aware they are being assessed

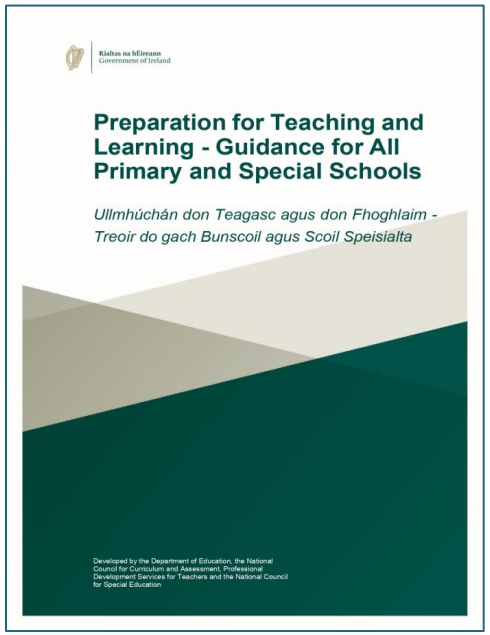
**Example**

teacher designed tests/quizzes; externally constructed standardised assessments; diagnostic assessments

# Knowledge of the Curriculum

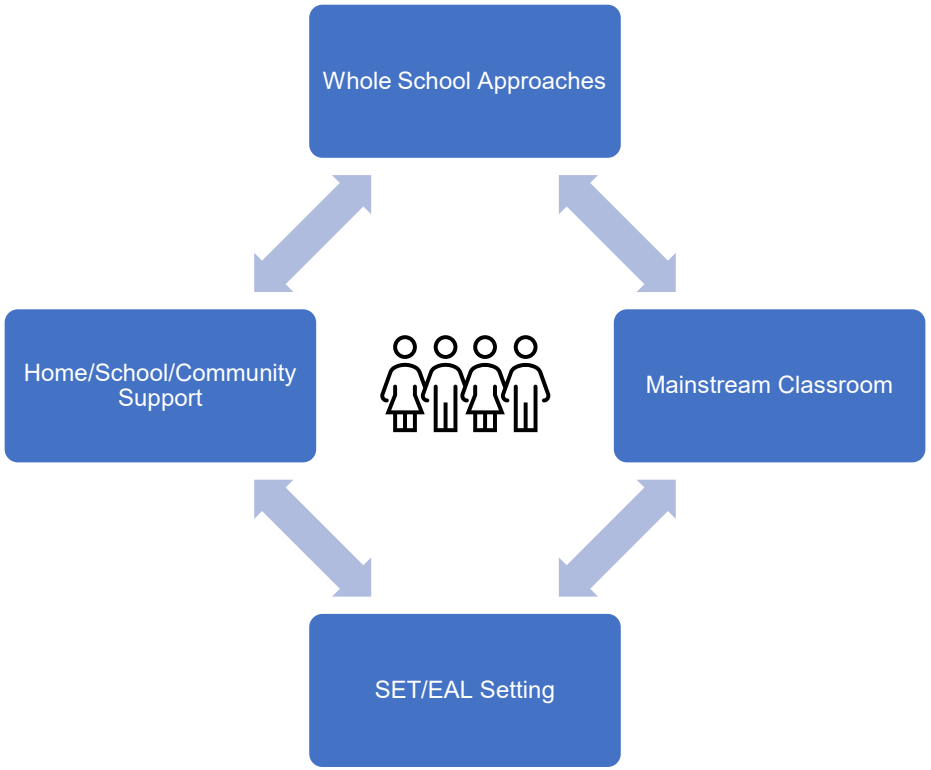
## Guidance for Preparation of Teaching and Learning

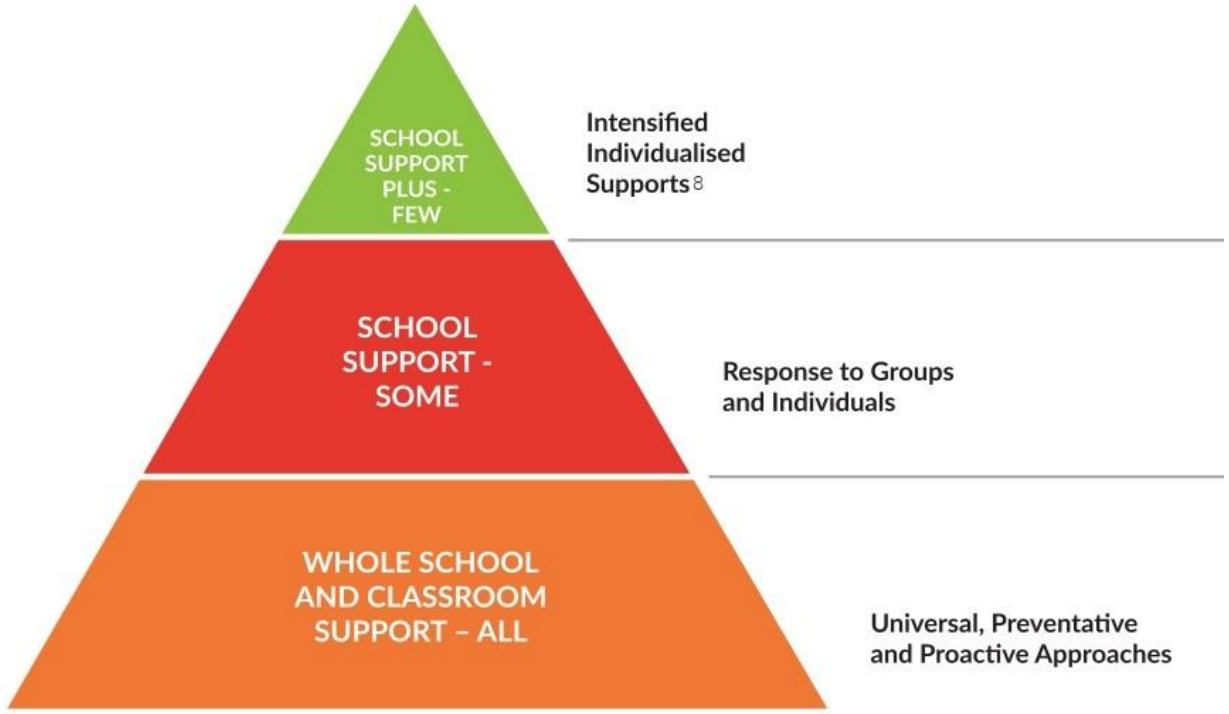


# Knowledge of the Curriculum

## Support for EAL Learners




[SET Guidelines and Supporting Documentation]

# Knowledge of the Curriculum

## Target setting

- Prioritise the wellbeing of EAL Learners who may have experienced or are experiencing trauma.
- Prioritise any identified additional **learning needs (AEN).**
- EAL learners should be given opportunities to **use their home language** to help them **access the overall curriculum** and **participate fully in school life.**
- Targets should be set in collaboration between Class Teacher and SET/EAL Teacher.
- Targets should consider EAL learner's prior knowledge, their home language, home language literacy and transfer of skills across languages and subjects.
- Some EAL learners may need support to develop Functional and Social Language.

# Knowledge of the Curriculum

## Scaffolding Strategies for EAL Learners

| | | | |
|---|---|---|---|
| Digital Tools and Translation Software | Modelling and Gestures (TPR=Total Physical Response) | Visuals and Realia | Intentional 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 | |

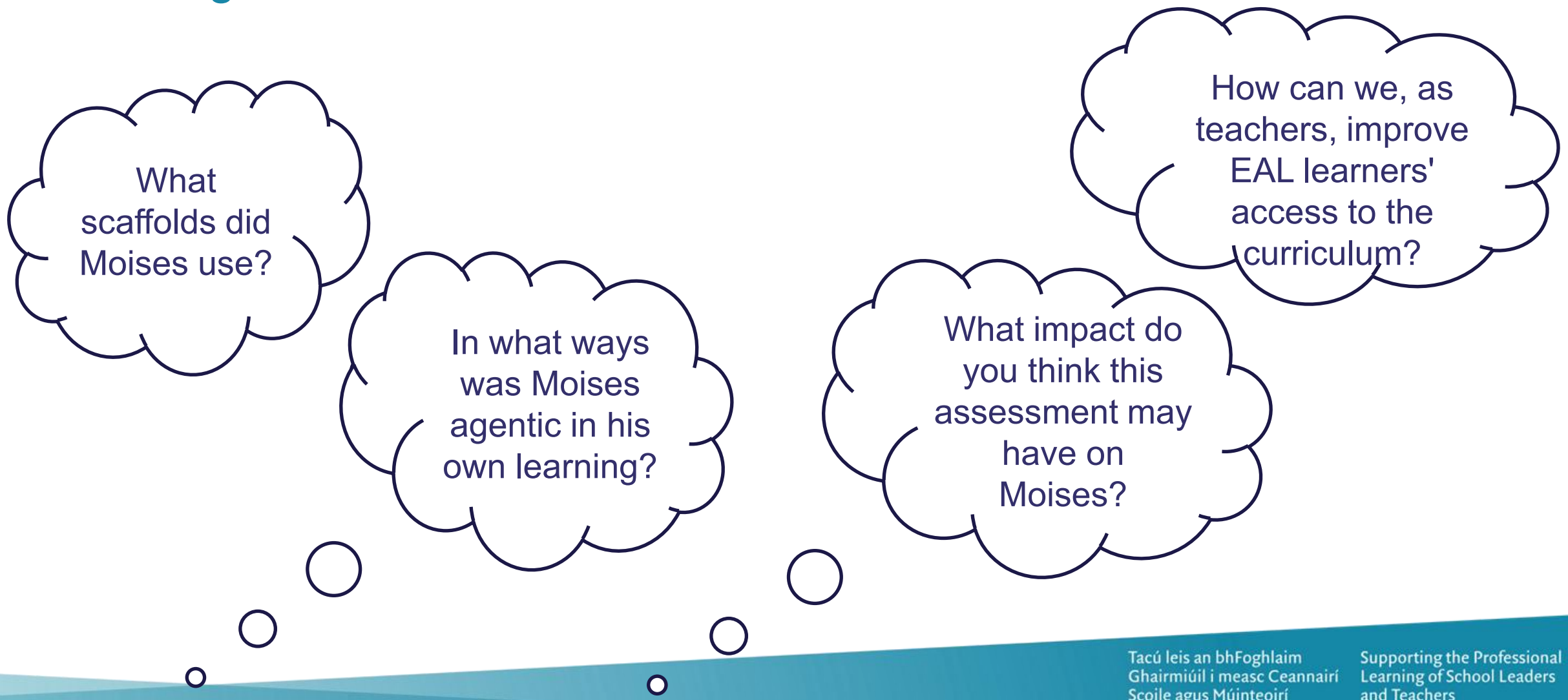
[Scaffolding for English Learners, Valentia Gonzalez]

# Knowledge of Curriculum

## Scaffolding for EAL Learners

# Knowledge of the Curriculum

## Scaffolding for EAL Learners - Reflection



# Knowledge of Curriculum

## Scenario

| School Context | Mainstream Teacher | SET/EAL Teacher | Learner (Olena) |
|---|---|---|---|
| 6 Teacher Rural school new to Linguistic and Cultural Diversity | Teaching 20 years in the same school<br><br>First time working with an EAL learner in a mainstream classroom | Has ten hours designated EAL hours<br><br>Can provide support in class and in small groups | 5th Class, Age 11<br><br>Language of Schooling: Ukrainian (A1 level of English & Polish)<br><br>Arrived in September |

**What are the considerations for preparation for teaching and learning for SET/EAL teacher and class teacher?**

# Translanguaging Approach -

## In the Mainstream Class

### What is a Planet?

Learn about Earth's neighborhood.

**FAR-OUT FACTS**

- Our solar system's eight planets come in two flavors: smaller rocky planets with solid ground (Mercury, Venus, Earth and Mars) and larger gas giants (Jupiter, Saturn, Uranus, and Neptune).
- You can spot six of the solar system's planets with the naked eye from Earth—and all eight if you have binoculars or a telescope.
- Astronomers have discovered hundreds of worlds beyond our solar system and are spotting more every day. Scientists believe some of these "exoplanets" may support alien life. Who knows. Maybe an alien kid elsewhere in the galaxy is wondering if you exist.

### Що таке планета?

**Дізнайтеся про околиці Землі.**

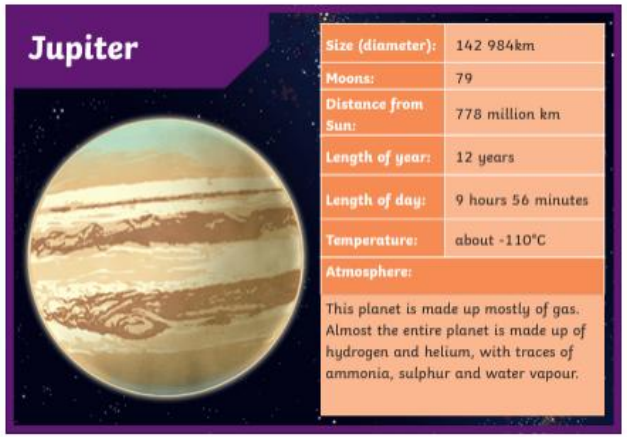
**ДАЛЕКОГЛЯДНІ ФАКТИ**

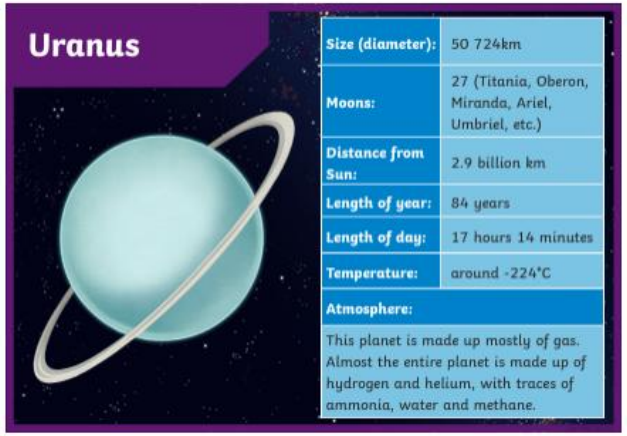
- **Вісім планет нашої Сонячної системи поділяються на два типи: менші кам'янисті планети з твердим ґрунтом ( Меркурій , Венера , Земля та Марс ) та більші газові гіганти ( Юпітер , Сатурн , Уран та Нептун ).**
- **Ви можете побачити шість планет Сонячної системи неозброєним оком із Землі, а всі вісім, якщо у вас є бінокль або телескоп.**
- **Астрономи відкрили сотні світів за межами нашої Сонячної системи і щодня помічають все більше. Вчені вважають, що деякі з цих «екзопланет» можуть підтримувати позаземне життя. Хто знає. Можливо, якась інопланетна дитина деінде в галактиці задається питанням, чи існуєте ви.**

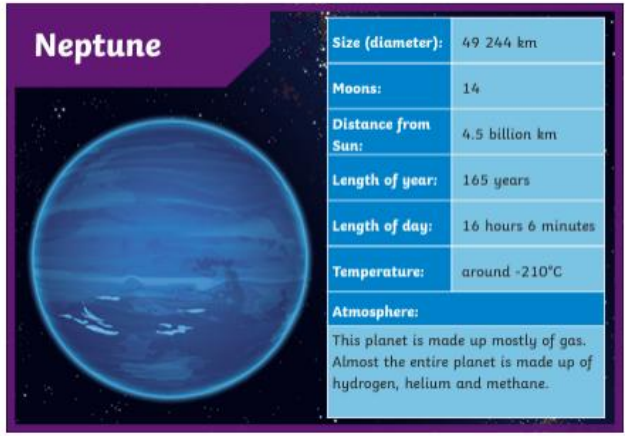
Translanguaging in Curriculum and Instruction Guide - CUNY-NYSIEB, (2013)

# Translanguaging Approach -

## In the SET/EAL Setting






_____is a _____.
_____is not a ____.

_____ is _____er than _____.

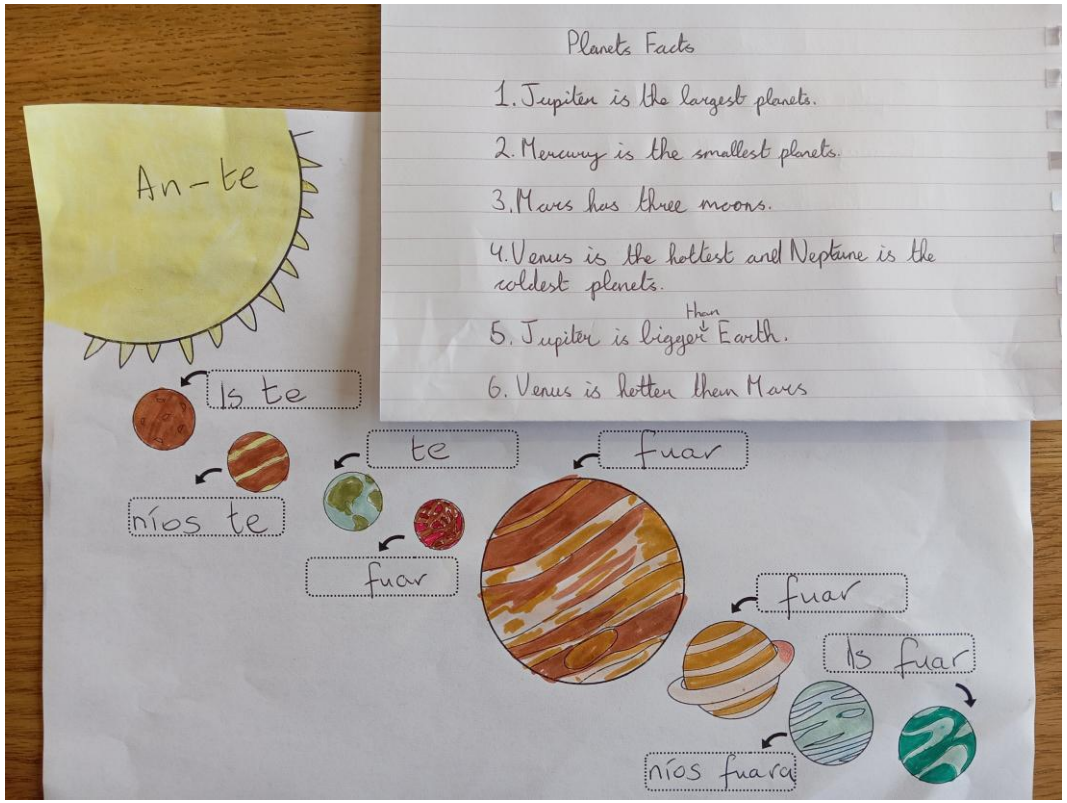
_____ is the _____est _____.

# Translanguaging Approach -

## Valorising Plurilingual Repertoires

The universe is filled with billions of star systems. Located inside galaxies, these cosmic arrangements are made up of at least one star and all the objects that travel around it, including planets, dwarf planets, moons, asteroids, comets, and meteoroids. The star system we're most familiar with, of course, is our own.

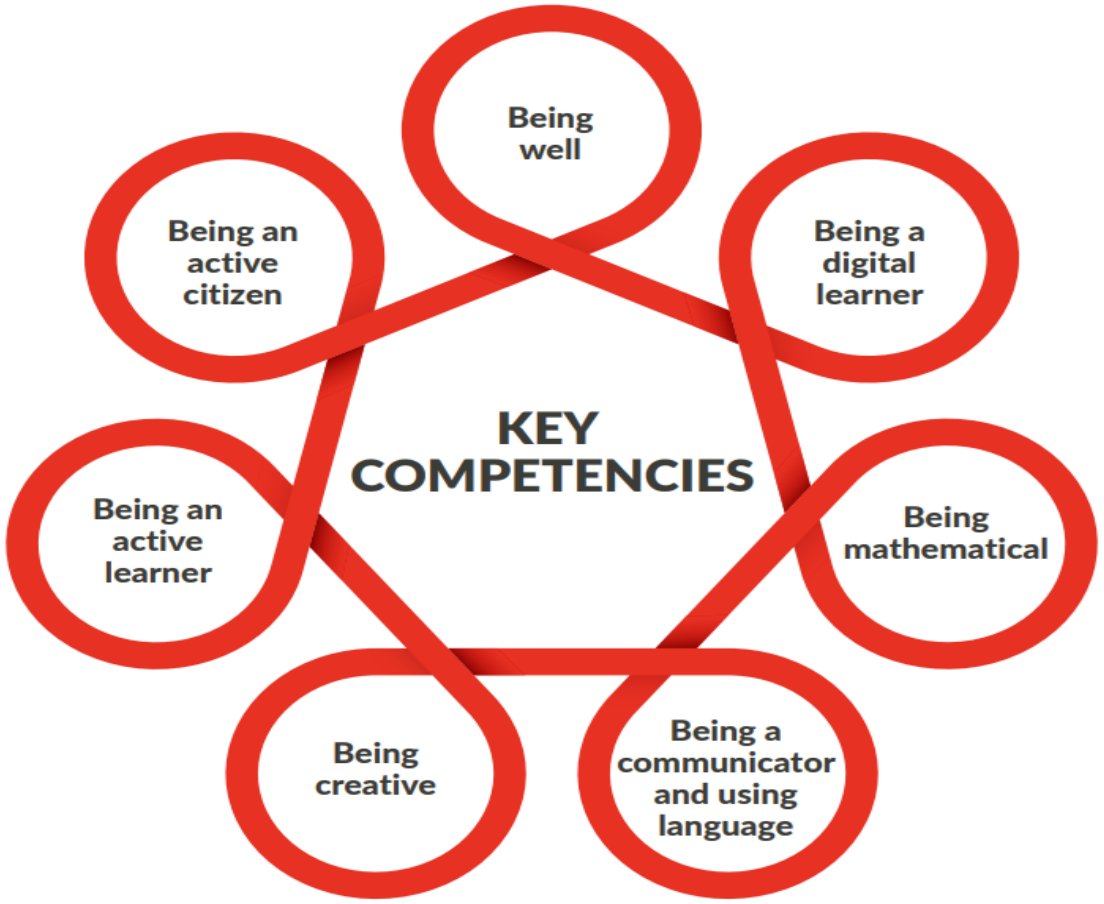
Вселенная наполнена миллиардами звездных систем. Эти космические образования, расположенные внутри галактик, состоят как минимум из одной звезды и всех объектов, которые вращаются вокруг нее, включая планеты, карликовые планеты, луны, астероиды, кометы и метеороиды. Звездная система, с которой мы наиболее знакомы, конечно, наша собственная.

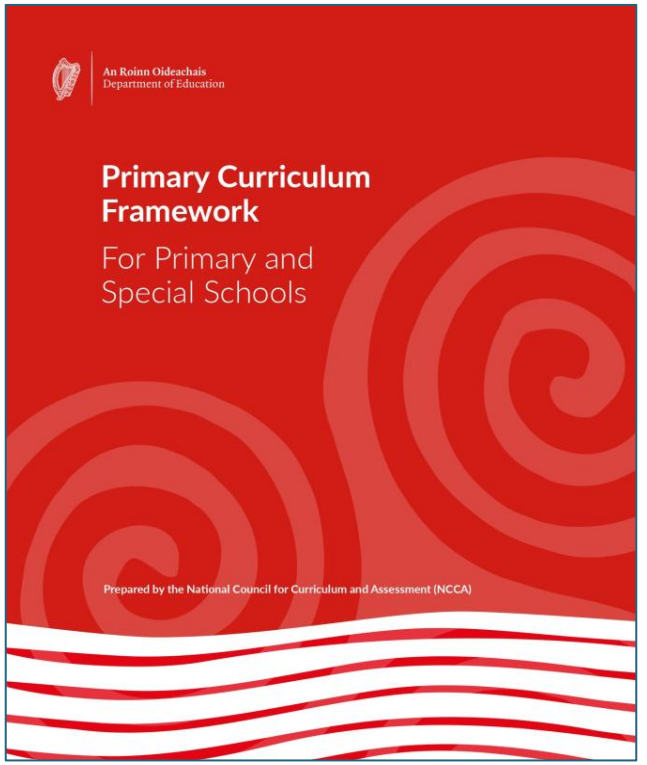



[Translanguaging: A CUNY Guide for Educators, p 46]

# Scenario Feedback

## Key Competencies from the Primary Curriculum Framework



# Session Three:
## Knowledge of the Curriculum (Teaching, Learning and Assessment for EAL Learners)

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

- consider good practice in relation to preparation for Teaching, Learning and Assessment across the curriculum for EAL Learners

- explore collaborative Teaching, Learning and Assessment practices that support EAL learners to access the curriculum in all learning settings

# Key Messages

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 **plurilingual 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.

# Oide EAL Supports for Schools

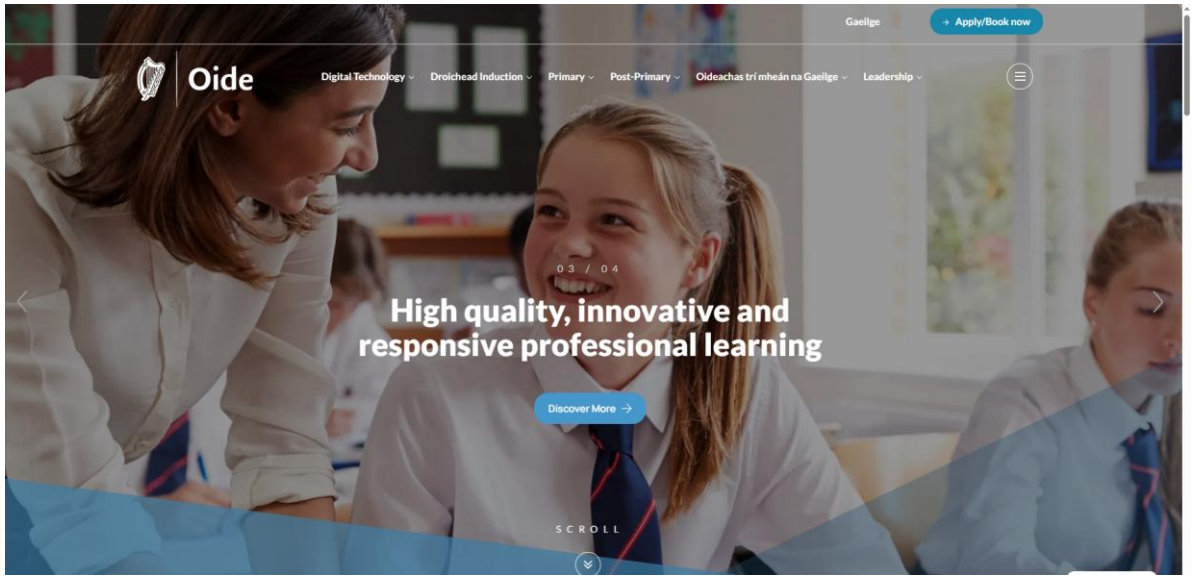
EAL Padlet

EAL School Support

EAL Online PLE

Subscribe to the Primary Inclusion Newsletter on Oide.ie

@OideInclusiveEd



# DEY Supports for Schools

An Roinn Oideachais
Department of Education
An tSeirbhís Náisiúnta Síceolaíochta Oideachais
National Educational Psychological Service

ESCI
Ionaid Tacaíochta Oideachais na hÉireann
Education Support Centres Ireland

## Embracing Cultural Diversity

**Wednesday 15th October 2025**

**3.30 - 4.15 pm**

**Primary Teachers & SNAs**

**Michelle Mc Carthy, Joanne Frehill & Aideen Mc Gillicuddy**

This 45-minute webinar is open to school leaders and one other member of staff, it is an invitation to reflect on cultural diversity, our role in supporting it and why cultural diversity matters.

The content includes looking at cultural and linguistic diversity in Ireland today, the reason why it is important to promote inclusive education, key psychological constructs such as bias, stereotyping and intersectionality, inclusive language and examples of good practice in schools.

As well as listening to presentations, attendees will be encouraged to engage in self-reflection regarding their own attitudes and behaviours. At the end of the training attendees will be supported to identify key areas for an action plan using the Wellbeing Framework for Policy and Practice.

**Register via your local Education Support Centre**

[NEPS Embracing Cultural Diversity Course (October 15th, 2025) Sign Up through your Education Centre]

gov.ie News Departments Services Search Gaeilge

Publication

## Information for schools – Ukraine

From: Department of Education and Youth

Published on: 28 March 2022

Last updated on: 15 April 2025

1. Regional Education and Language Teams (REALT)
2. Information for parents of children aged 2-5 years on the early childhood care and education (ECCE) and primary school systems in Ireland
3. Information on Transition Year for Students/Parents/Guardians
4. Регіональні освітні та мовні групи (REALT)
5. Информация для родителей детей в возрасте 2-5 лет относительно систем ухода и образования в раннем детстве (ECCE) и системы начальной школы в Ирландии
7. Guidance for schools
8. Teaching resources
9. Supporting culturally and linguistically diverse learners
10. Supports from NEPS for students from Ukraine

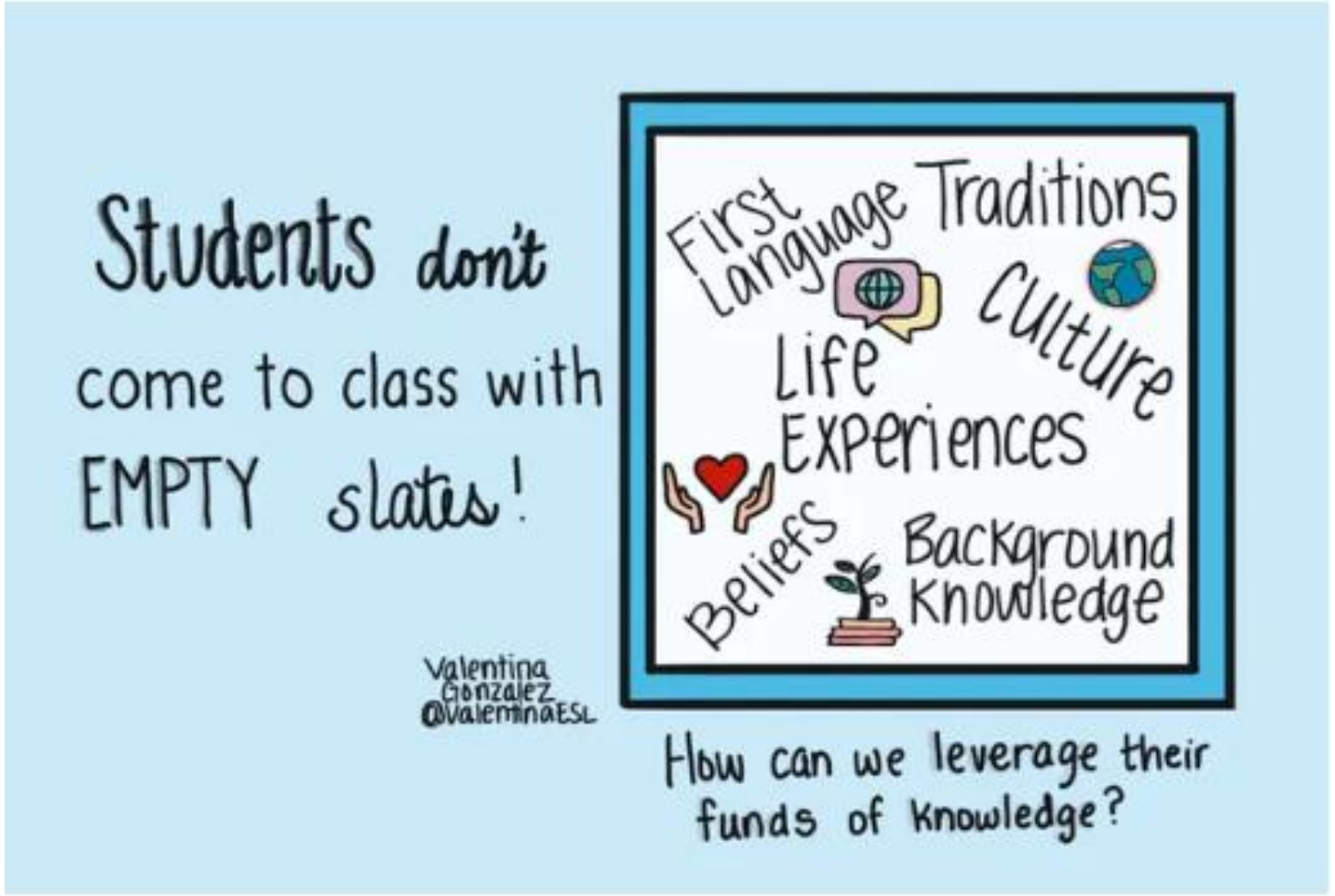
**Part of**

Campaigns

Ireland's response to the Russian invasion of Ukraine

Oide

# Reflection and Next Steps



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Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professiona Learning of School Leaders and Teachers

# Thank you for your engagement

CC BY NC