



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



Welcome and Introductions



Leading & Supporting the
Inclusion of EAL Learners in
Primary Schools 2026/2027





Professional Learning Experience (PLE) Overview

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



EAL Padlet



Oide



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

PDST Language + 2 • 10d
Oide Primary EAL Support
Leading the Inclusion of EAL Learners in Primary Schools

-1- Key Messages that frame our work

Key Message 1
The Language Specification reflects the linguistic and cultural diversity visible in primary schools and supports all learners in the development of their plurilingual repertoire across all languages.

Key Message 2
The components of high-quality learning, teaching and assessment; knowledge of children and their prior learning, knowledge of pedagogy and knowledge of the curriculum, apply to all learners including EAL learners.

-2- Oide Primary EAL Supports and Professional Learning Experiences

Visit the Oide Website for all the available supports for the inclusion of the EAL Learners in your school


EAL - Oide
Oide Primary Inclusive Education - EAL Support Page

Primary In-School Support

-3- Getting to Know The Learners and Families in Your School

Considerations and Advice to Support the Placement of Children and Young People in Classes and Year Groups in Primary and Post-Primary Schools


Considerations and Advice to Support the Placement of Children and Young People in Classes and Year Groups in Primary and Post-Primary Schools
DOCX
225902 ocd1d24a 3df1 4b97 b9c1 7f04eda06d59 1

-4- Creating an Inclusive School Environment


An Roinn Oideachais
Department of Education

Creating an Inclusive school environment
"An inclusive school environment reflects values and affirms linguistic, ethnic and cultural diversity.

It is important that schools have policies and procedures in place that promote and facilitate the inclusion of all children. The school's commitment to creating an inclusive school environment should be

-5- Home-School Communication at the Whole School Level

Produce a 'How Our School Works' welcome booklet


PPTX
Welcome book sample

Consider asking students who have been in the school for some time to provide a voice-over to help create multilingual versions.

Booklets can be uploaded to your



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Key Messages



Oide

The **Language Specification** reflects the **linguistic and cultural diversity** visible in Primary schools and supports all learners in the development of their **plurilingual repertoire across all languages**.

Collaboration among **all school staff** is essential for fostering an **inclusive learning environment** that supports EAL learners to **fully access and progress through the whole curriculum**.

The components of high-quality learning, teaching and assessment; **knowledge of children and their prior learning**, **knowledge of pedagogy** and **knowledge of the curriculum**, apply to all learners including EAL learners.

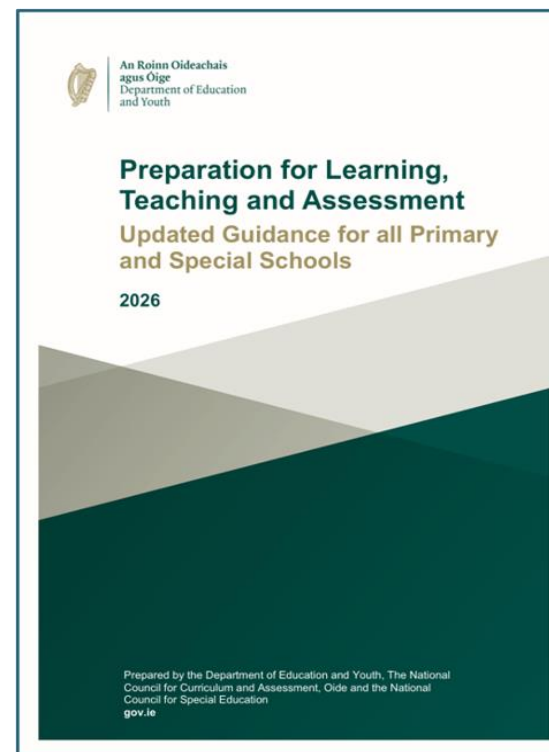
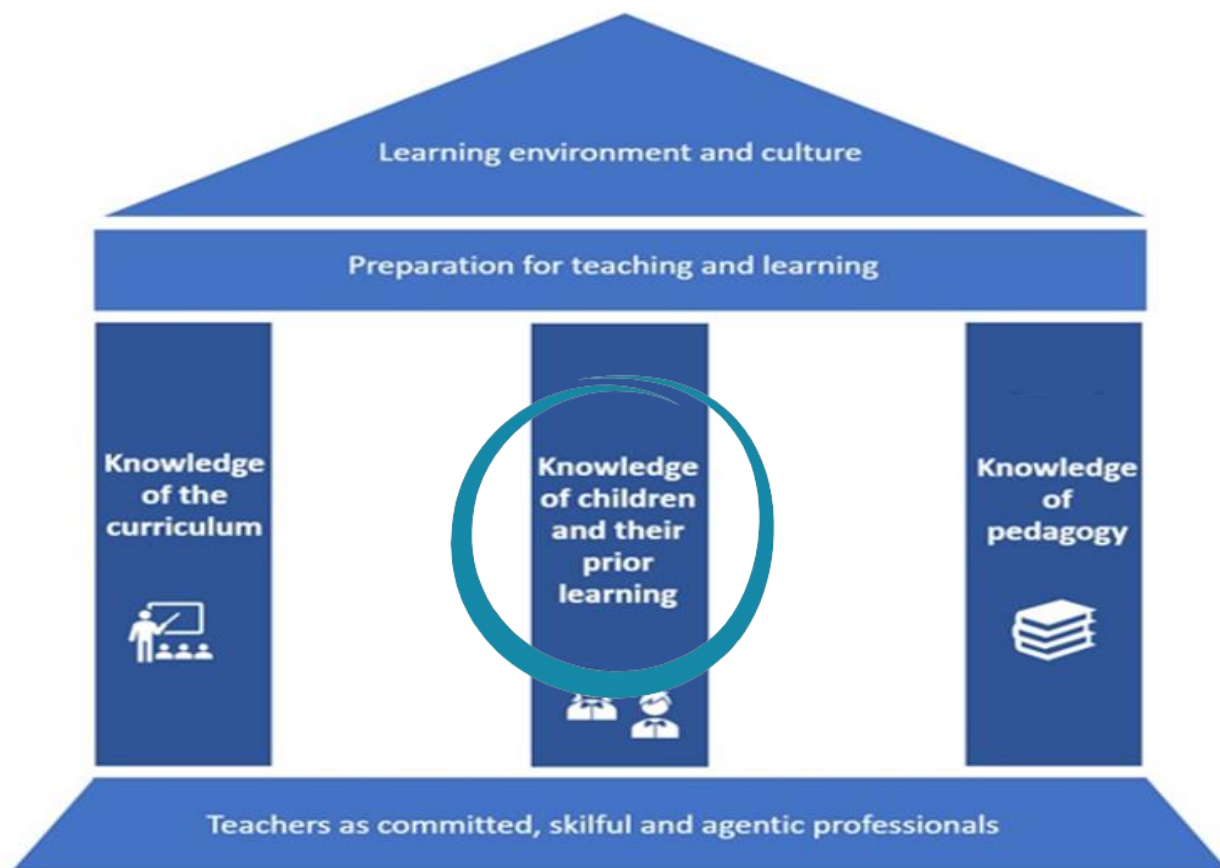
An **inclusive school culture** is one that provides opportunities for EAL learners to **use their home language** to help them **access the overall curriculum** and **participate fully in school life**.





Knowledge of the EAL Learner

Preparation for Learning, Teaching and Assessment





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Purpose for the Day

Session One

Knowledge of the EAL
Learner
and their Prior Learning



Session One

Knowledge of the EAL Learner and their Prior Learning

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

What is the goal of EAL support?

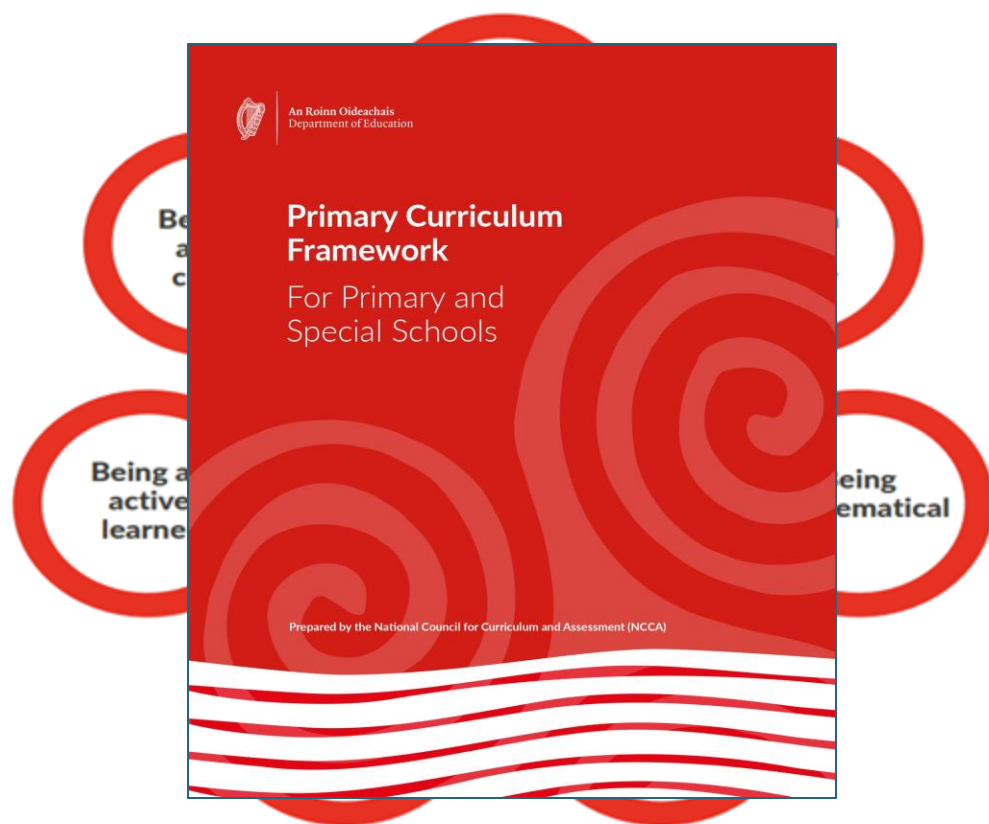
What do we want EAL Learners to experience in our schools?

COVER ME WITH
MENTI QR CODE
AND ACCESS
NUMBER



Knowledge of the EAL Learner

Key Competencies from the Primary Curriculum Framework



What
competencies are
related to the EAL
learner?

Knowledge of the EAL Learner



Oide

Home Language, Culture and Identity



Prof. Jim Cummins, University of Toronto

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Knowledge of the EAL Learner



Oide

A Strengths or 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



(Cited in Gallup,2018)



Knowledge of the EAL Learner



Language Matters!

**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. 
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. 	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. 
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. 	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. 
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

Schools of Sanctuary, Ireland

Knowledge of the EAL Learner



Oide

Learner Profiles

"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 2025 and have started to learn English."

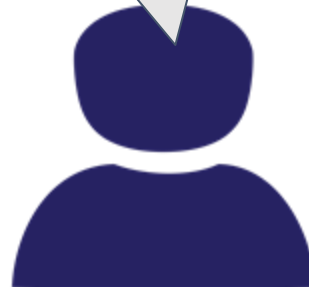
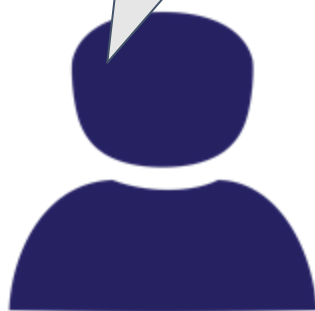
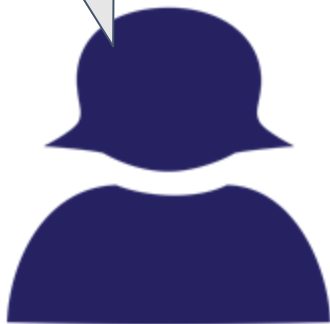
Zurab

"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 Ukrainian and a bit of Russian. I love building Lego."

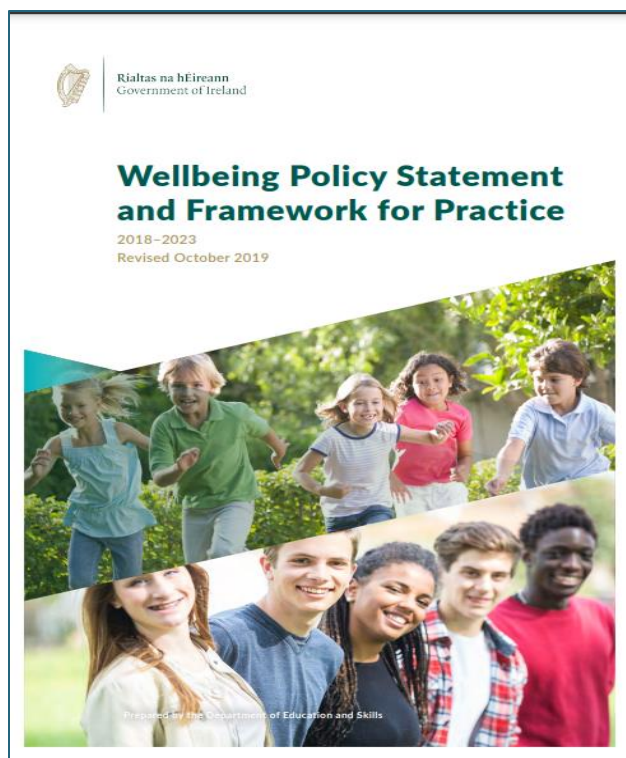
Ihor





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



[Google Lens Tutorial Video](#)



[For Google](#) / [For Microsoft](#)



[Microsoft Translator App](#)



[Google Translate](#)



Session One

Knowledge of the EAL Learner and their Prior Learning

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

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session Two

Knowledge of Pedagogy

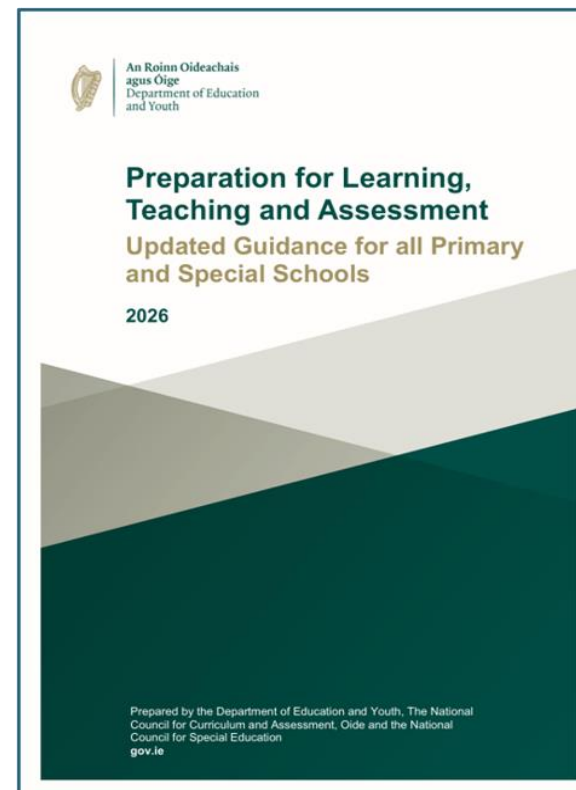
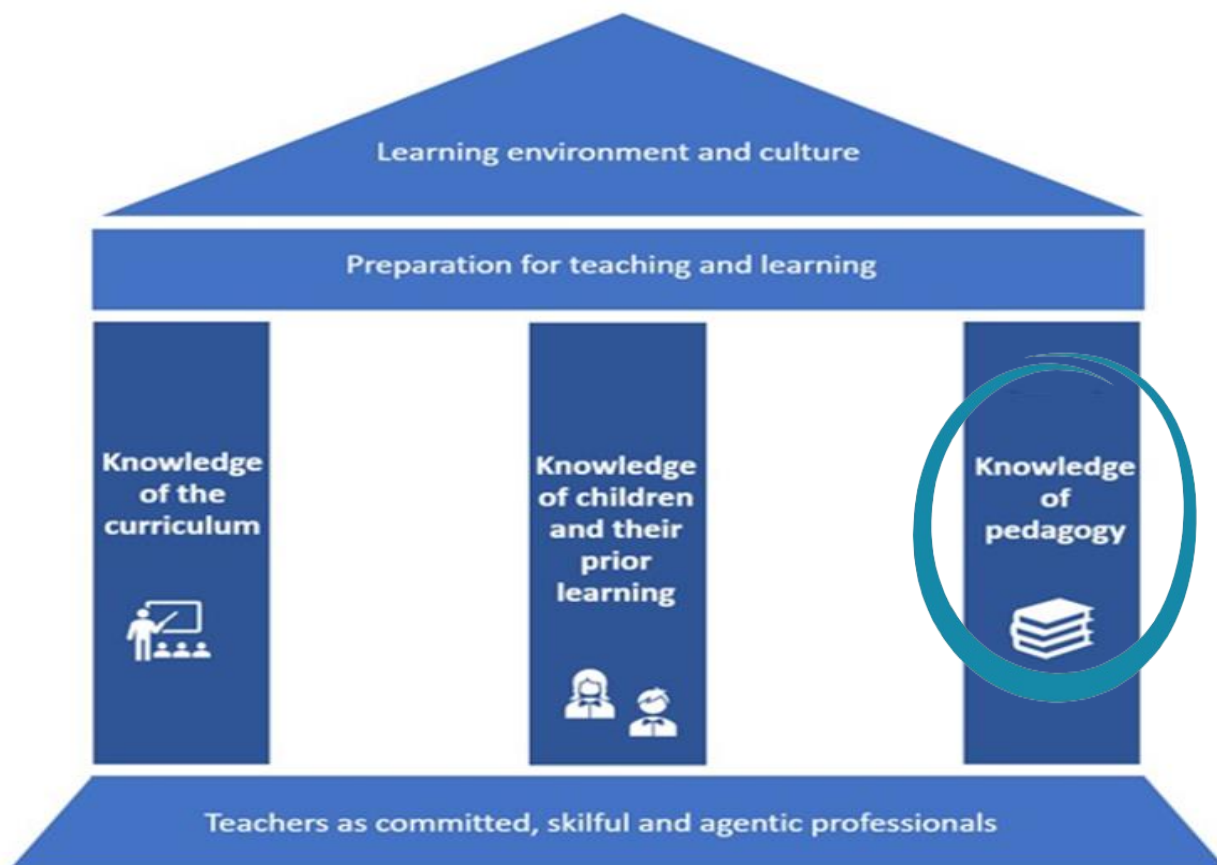
(EAL and Language Acquisition)





Knowledge of Pedagogy

Preparation for Learning, Teaching and Assessment



Session Two



Oide

Knowledge of Pedagogy (EAL and Language Acquisition)

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

- understand the development of second or 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 Language Specification supports teachers to identify learning outcomes for all learners across all the languages in their plurilingual repertoire.

Plurilingual Repertoire



Oide

‘Plurilingual repertoire refers to the different languages an individual can use to support their learning and communication. The languages may have been learnt in different contexts (e.g., in the home, through social contact, at school, etc.); they may be used for different purposes (e.g., communicating with the family, socialising with neighbours, learning at school, etc.). It is usual to have different levels of competence in the various languages of a linguistic/plurilingual repertoire.’

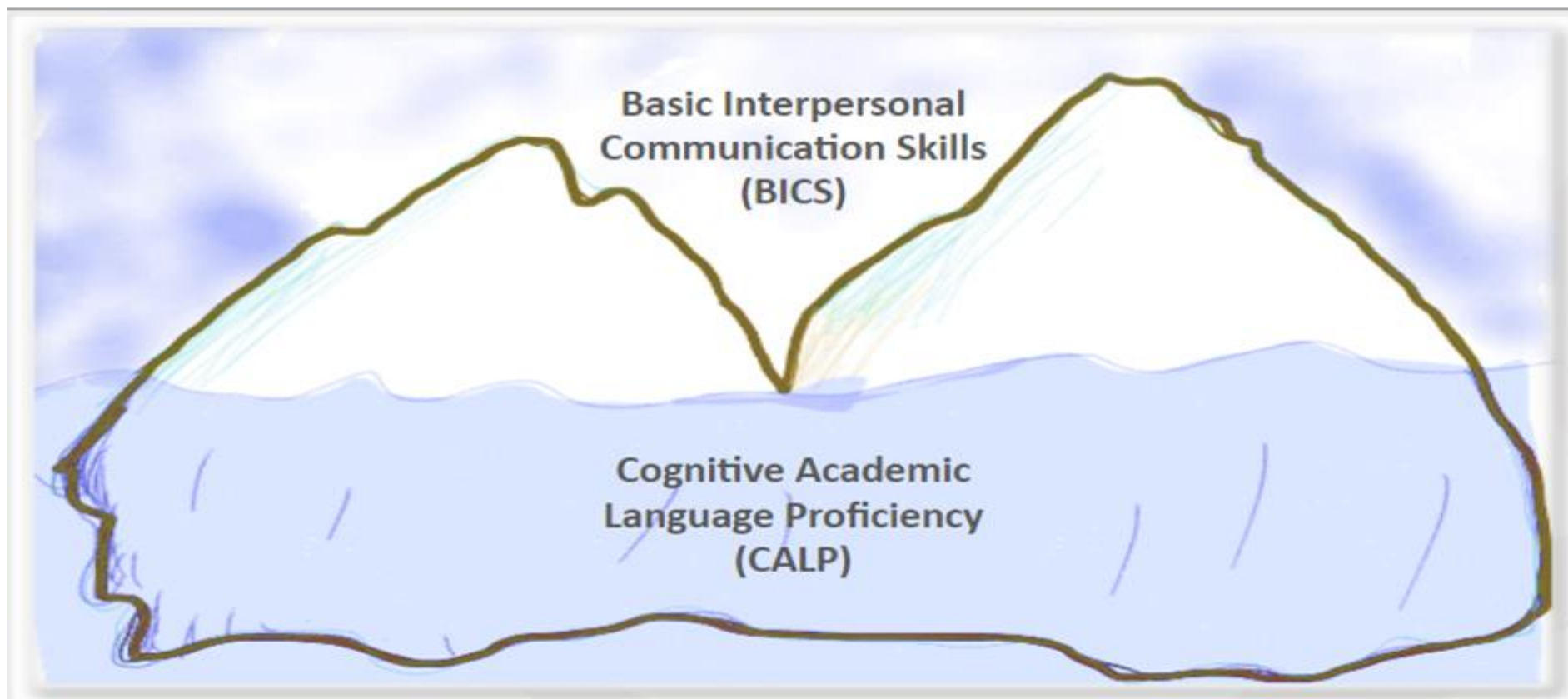
(DEY, 2025, p.82)





Knowledge of Pedagogy

Iceberg Theory of Language Development



Knowledge of Pedagogy



Oide

Role of 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**).

Circular 0025/2026

Role of EAL support teacher or SET/ EAL 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.

Circular 0025/2026

Role of the EAL Support Teacher or SET/EAL Teacher

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**.

Circular 0025/26

Knowledge of Pedagogy



Oide

Models of Language Learning

--	--	--

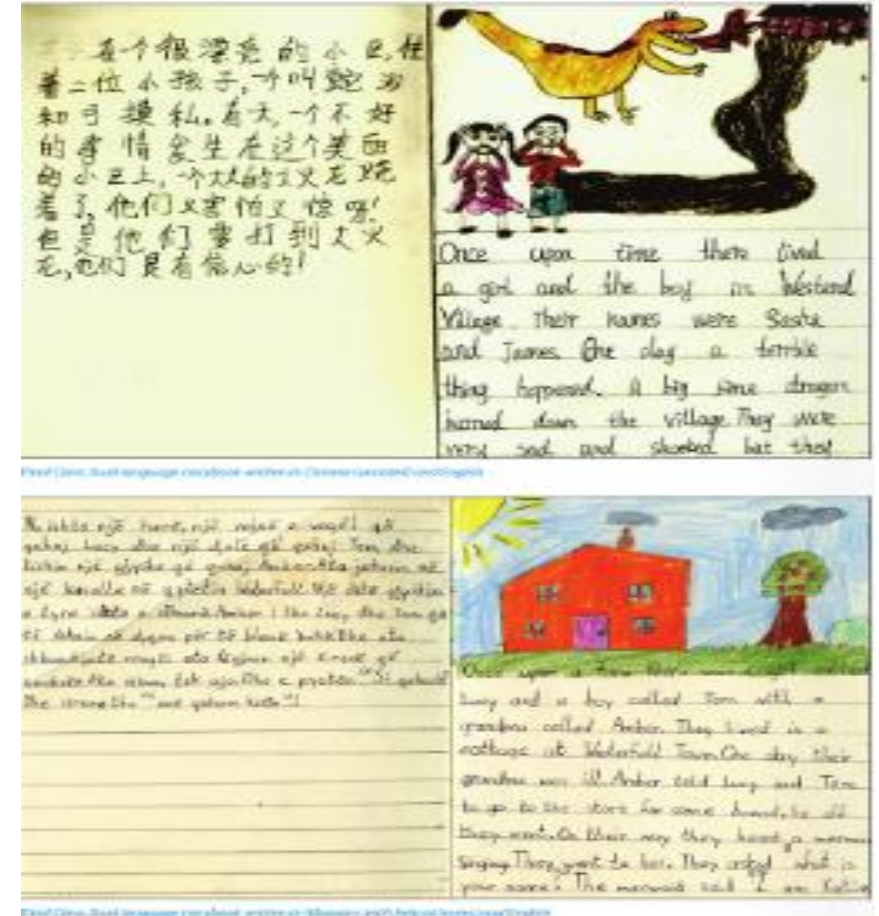
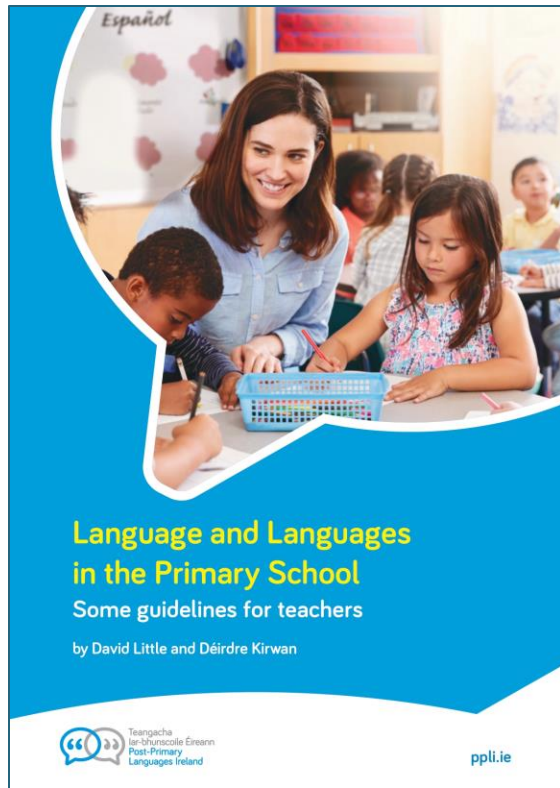


Knowledge of Pedagogy



Oide

PPLI Intercultural Education Guidelines



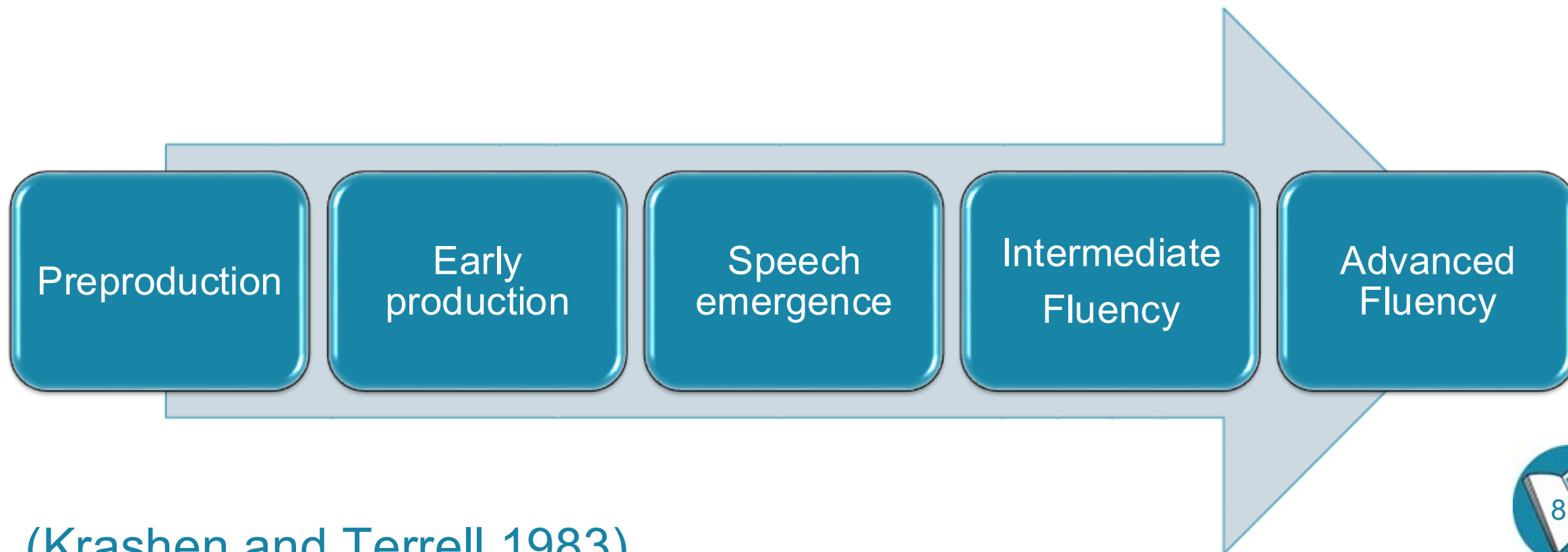
Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Knowledge of Pedagogy

Stages of Language Acquisition



(Krashen and 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 and 2015)



Knowledge of Pedagogy



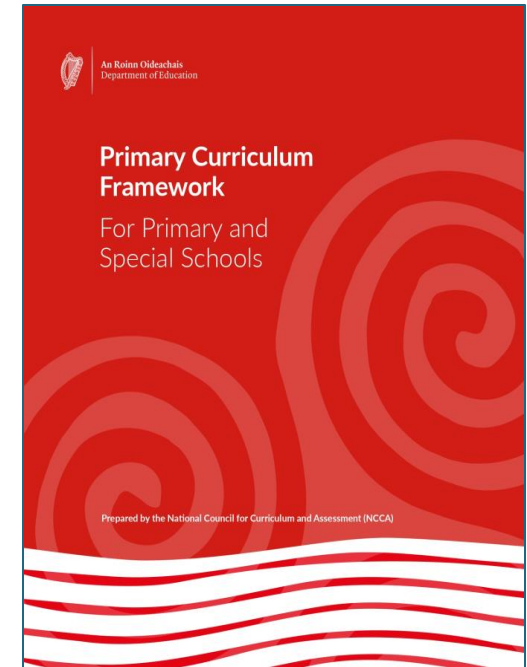
Oide

Pedagogical Approaches:

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

(DEY, 2023,p.6)

What are good pedagogical approaches to language learning?



Knowledge of Pedagogy



Oide

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



Oide

Language Awareness

- Linguistic Repertoire
- Plurilingual Approach
- Language Awareness
- Language-Rich Experience

 Oide

Key Messages



Every child brings a unique linguistic repertoire that is a powerful resource for learning.



A plurilingual approach to language learning promotes identity, inclusion, and cognitive growth.



Building language awareness strengthens learning across English, Gaeilge, and modern foreign languages.



Language-rich, active learning experiences foster deeper language awareness.

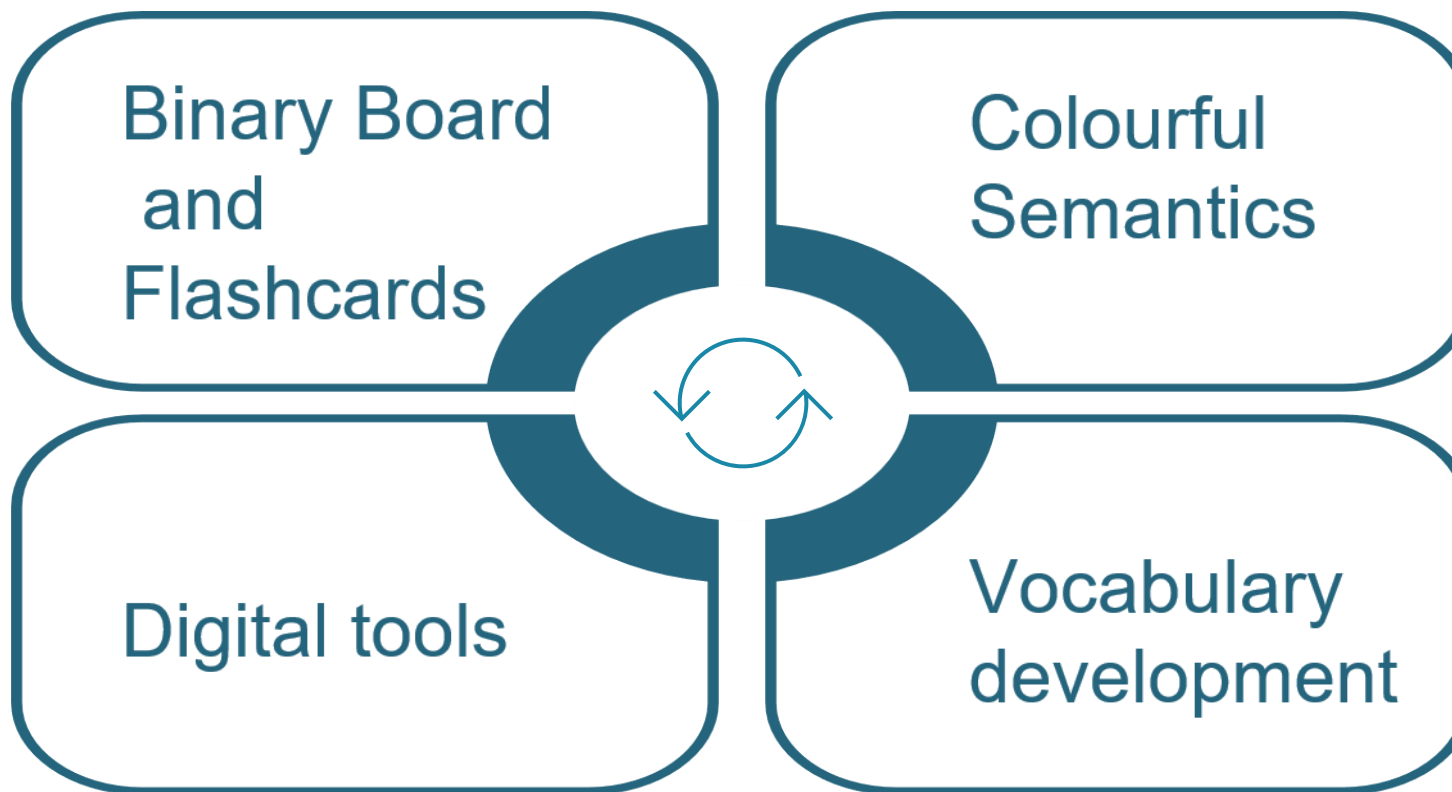
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers



Knowledge of Pedagogy

Language Development Learning Experiences





Knowledge of Pedagogy

How can we make the curriculum more accessible to the EAL learner?

How do these activities help achieve the learning outcomes of the Language Specification?



Session Two



Oide

Knowledge of Pedagogy (EAL and Language Acquisition)

In this session participants have begun to:

- understand the development of second or 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 Language Specification supports teachers to identify learning outcomes for all learners across all the languages in their plurilingual repertoire.



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session Three

Knowledge of the Curriculum



Certificate of Attendance

Please use this
QR code
to receive a Certificate
of Attendance .

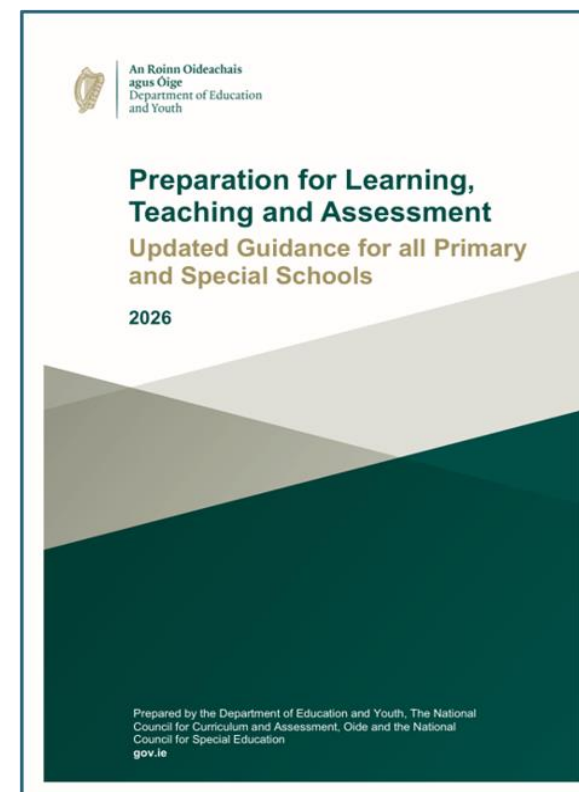
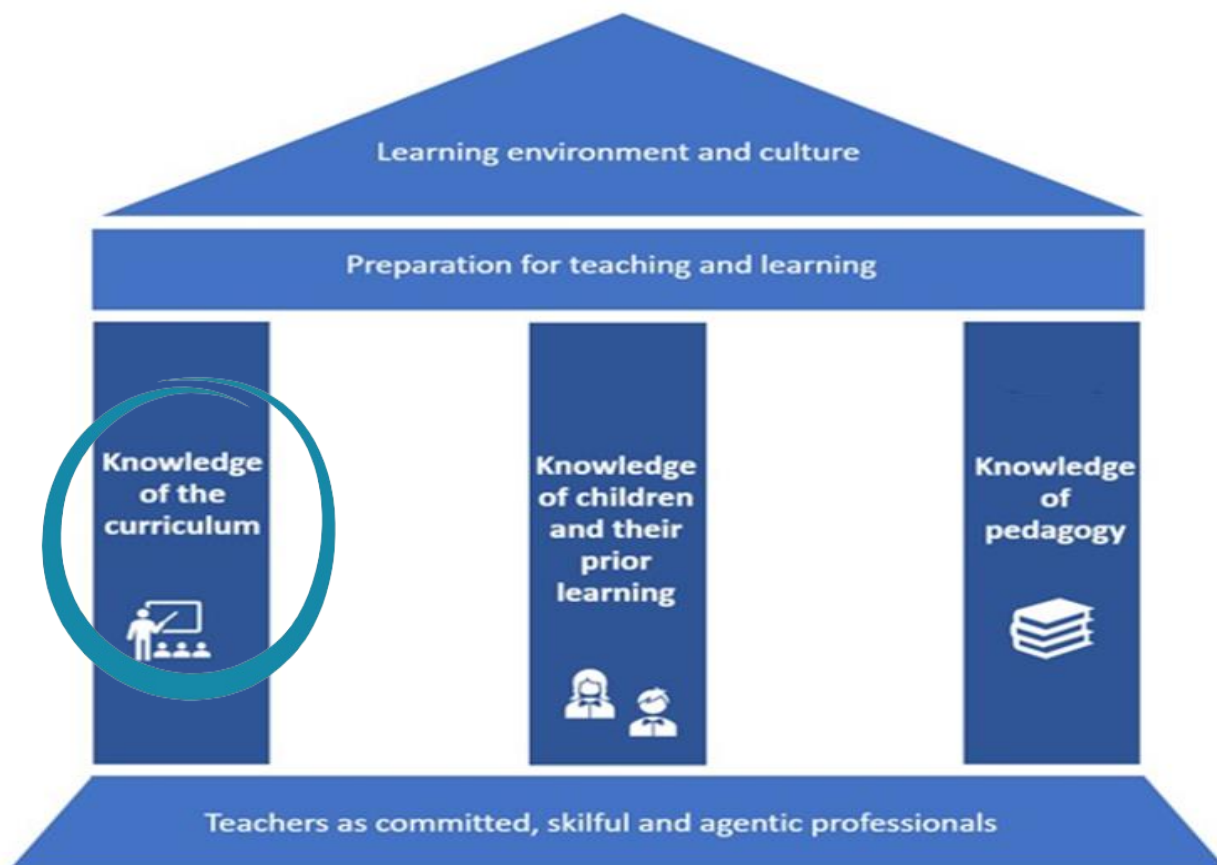
Oide Primary Inclusive Education
(PLE)





Knowledge of the Curriculum

Preparation for Learning, Teaching and Assessment



Session Three



Oide

Knowledge of the Curriculum

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

- consider good practice in relation to preparation for Learning, Teaching and Assessment across the curriculum for EAL Learners
- explore collaborative Learning, Teaching and Assessment practices that support EAL learners to access the curriculum in all learning settings.

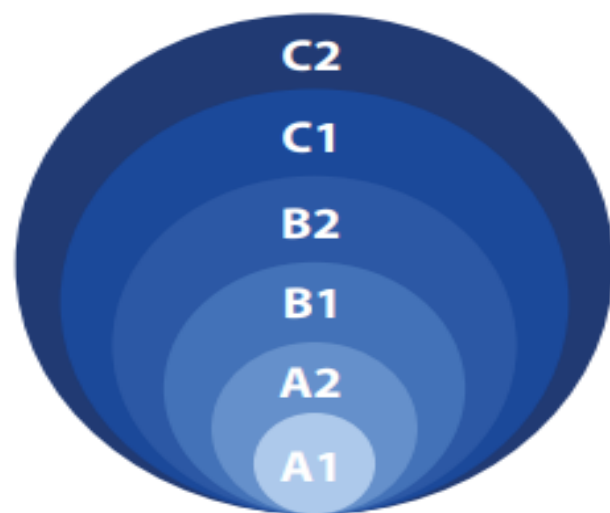
Knowledge of the Curriculum



Oide

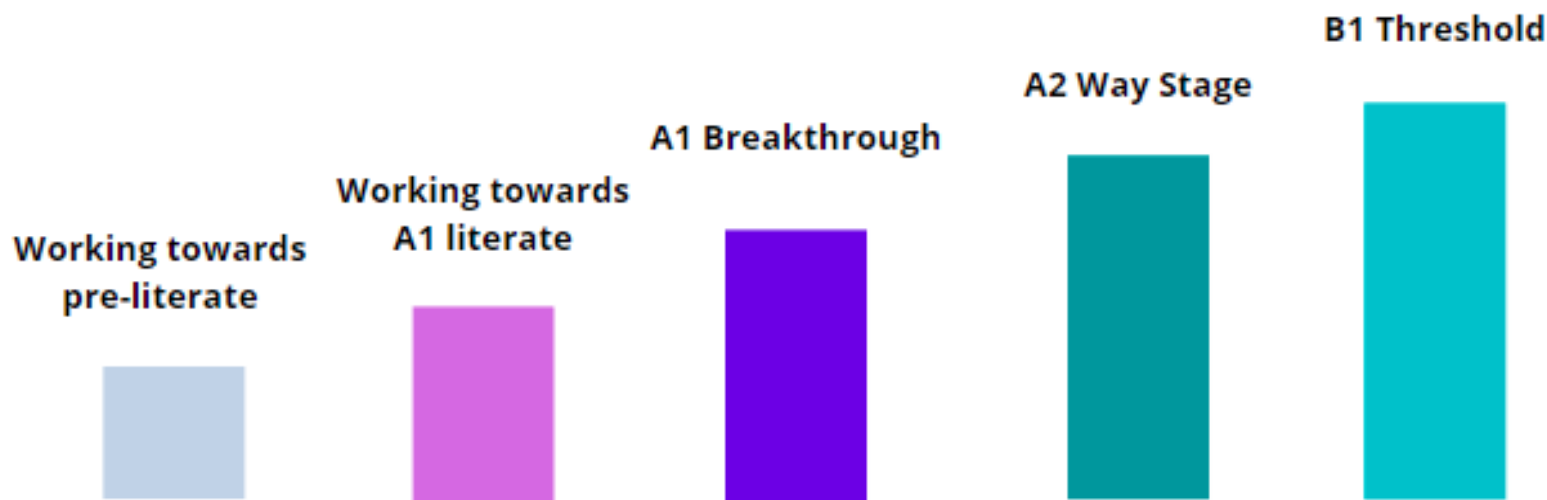
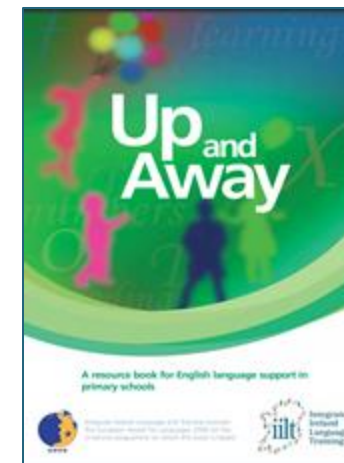
Assessing Language Proficiency

CEFR* Language Proficiency Levels



CEFR*
Common European Framework
for References of Languages

13 Themes based
on CEFR Levels



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Assessing Language Proficiency

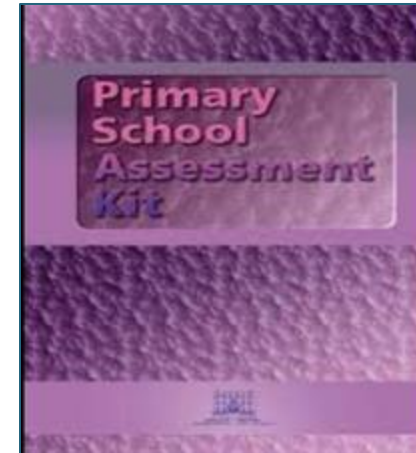
- The Primary School Assessment Kit (PSAK) is aligned to the CEFR proficiency levels.

- There are three sets of assessments

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 used to assess Language Proficiency in Irish Primary Schools.



Knowledge of the Curriculum



Oide

Primary School Assessment Kit Administration

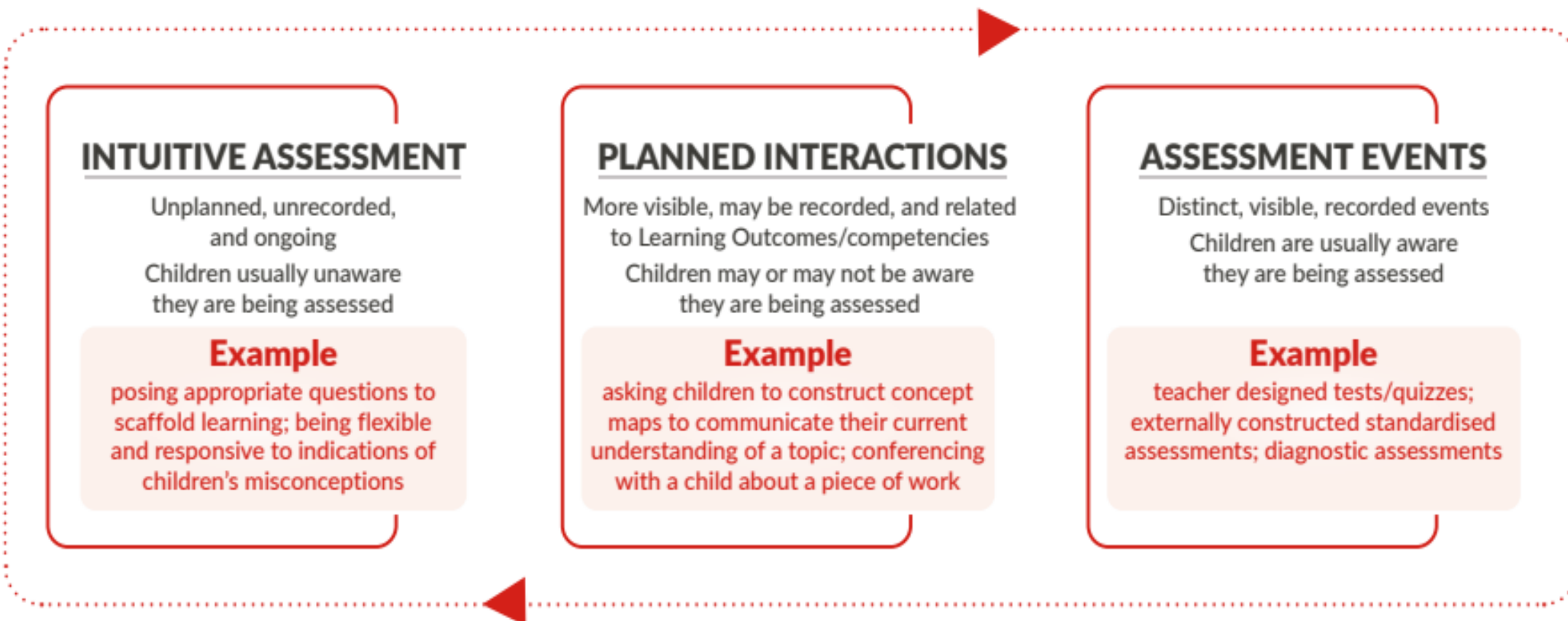
- PSAK SET 1 (Placement) Test for new entrants should be administered three to four weeks after the EAL learner has arrived in the country.
- There are no specific timeframes for the administration of the remaining sets (SET 2 and SET 3) of the PSAK.* Teachers are best placed to decide where to begin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



Knowledge of the Curriculum

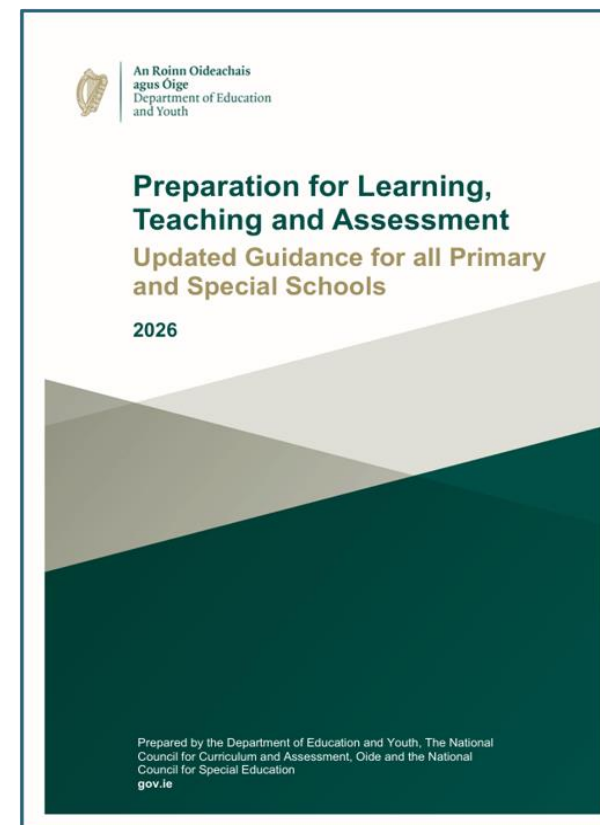
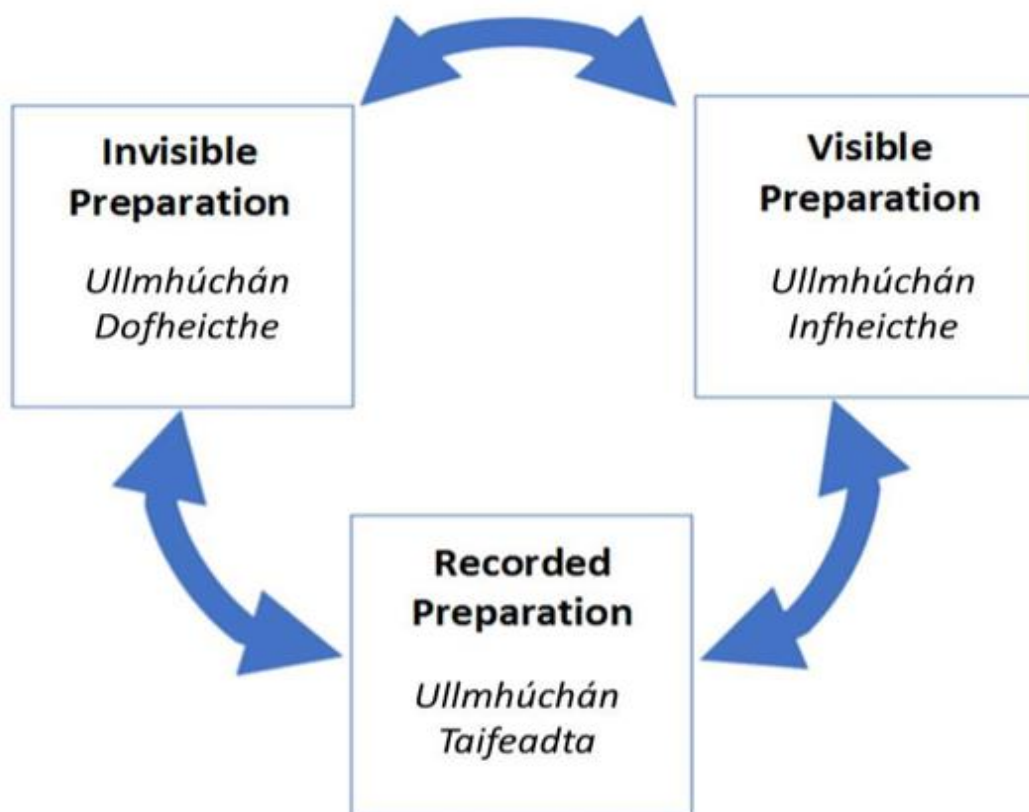
Continuum of Assessment





Knowledge of the Curriculum

Preparation for Learning, Teaching and Assessment

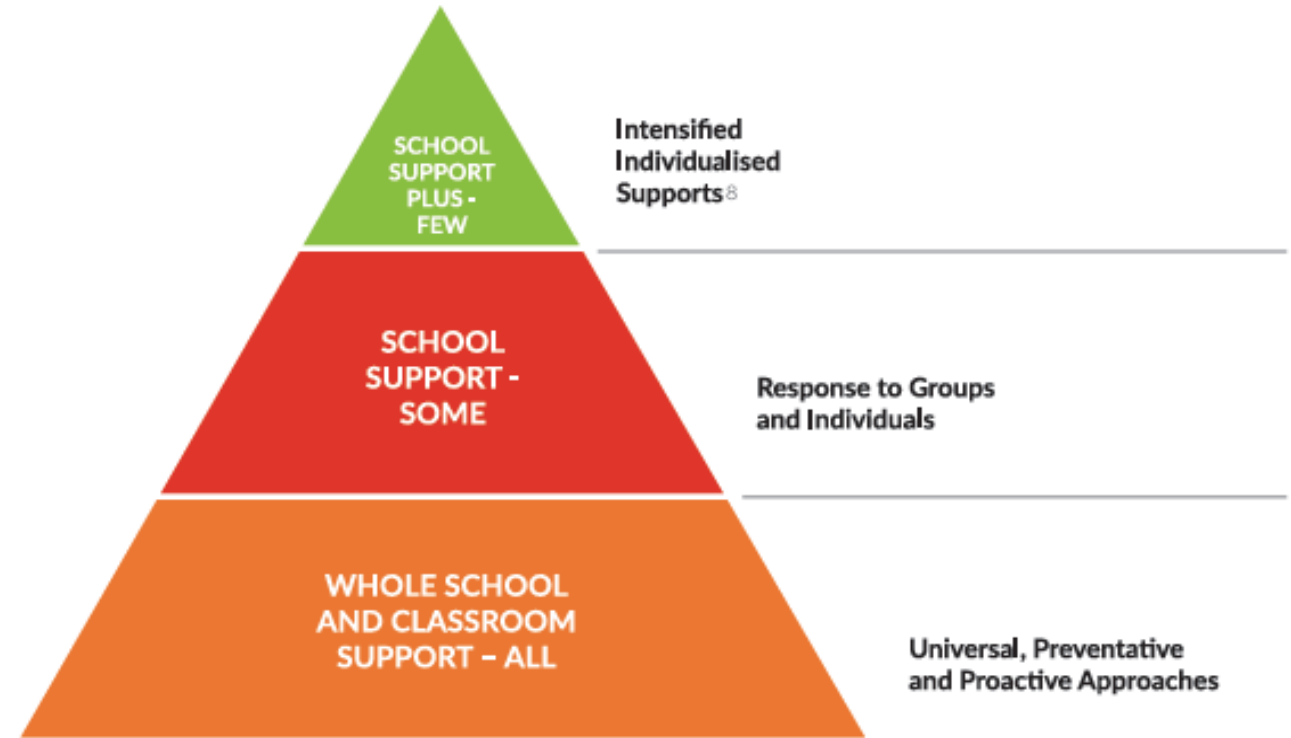
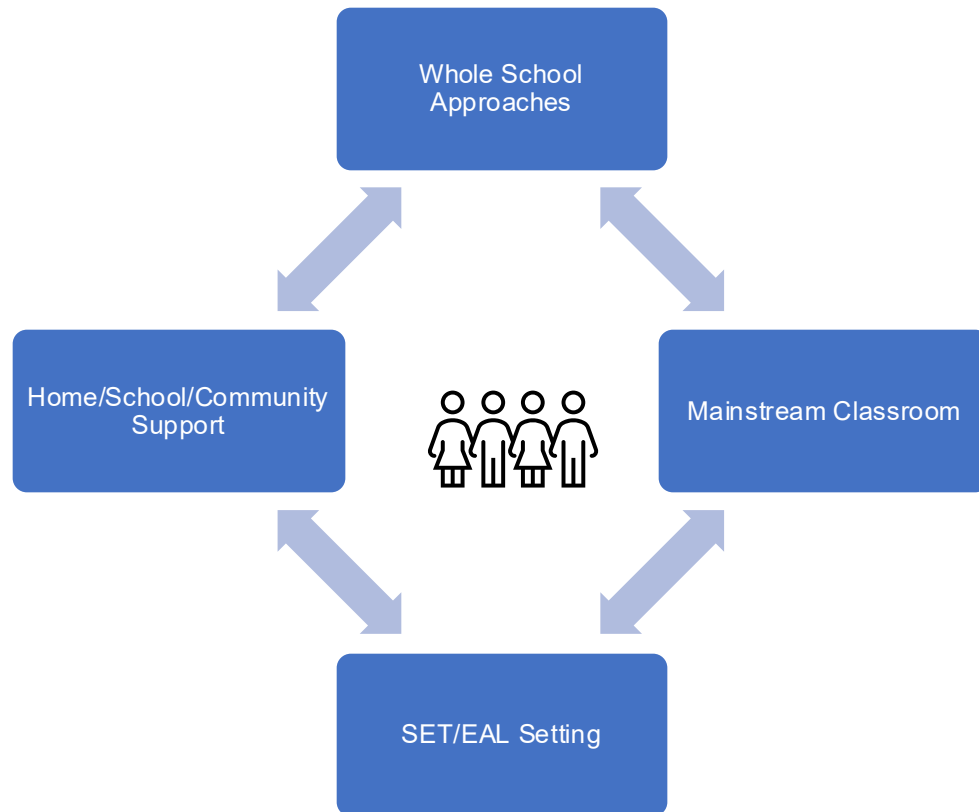


Knowledge of the Curriculum



Oide

Support for EAL Learners



[SET Guidelines and Supporting Documentation](#)



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.



Considerations for Target Setting

- 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.

Learning and Teaching



Oide

Scaffolding Strategies

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



(Gonzalez, 2019, Scaffolding for English Learners)

Knowledge of Curriculum



Oide

Scaffolding for EAL Learners



Knowledge of the Curriculum



Oide

Scaffolding for EAL Learners - Reflection

What scaffolds
did Moises
use?

In what way
was he
agentic in his
own learning?

How can we as
teachers improve
this assessment
learner access to
curriculum?



Knowledge of the Curriculum



Oide

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 First time working with an EAL learner in a mainstream classroom	Has ten hours designated EAL hours Can provide support in class and in small groups	5th Class, Age 11 Language of Schooling: Ukrainian (A1 level of English & Polish) Arrived in September

As a class teacher or SET / EAL teacher what are the considerations for preparation for learning and teaching?



Translanguaging Approach



Oide

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.

[\(CUNY-NYSIEB, 2013, Translanguaging in Curriculum and Instruction Guide\)](#)

Translanguaging Approach



Oide

In the SET/EAL Setting

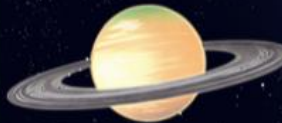
Jupiter



Size (diameter):	142 984km
Moons:	79
Distance from Sun:	778 million km
Length of year:	12 years
Length of day:	9 hours 56 minutes
Temperature:	about -110°C
Atmosphere:	

This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen and helium, with traces of ammonia, sulphur and water vapour.

Saturn



Size (diameter):	116 460km
Moons:	82
Distance from Sun:	1.4 billion km
Length of year:	29 years
Length of day:	10 hours 42 minutes
Temperature:	-140°C
Atmosphere:	

This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen (~75%), helium (~25%) and traces of methane and water.

Uranus



Size (diameter):	50 724km
Moons:	27 (Titania, Oberon, Miranda, Ariel, Umbriel, etc.)
Distance from Sun:	2.9 billion km
Length of year:	84 years
Length of day:	17 hours 14 minutes
Temperature:	around -224°C
Atmosphere:	

This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen and helium, with traces of ammonia, water and methane.

Neptune



Size (diameter):	49 244 km
Moons:	14
Distance from Sun:	4.5 billion km
Length of year:	165 years
Length of day:	16 hours 6 minutes
Temperature:	around -210°C
Atmosphere:	

This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen, helium and methane.

_____ is a _____.

_____ is not a _____.

_____ is _____er

than _____.

_____ is the _____est

_____.

Translanguaging Approach -

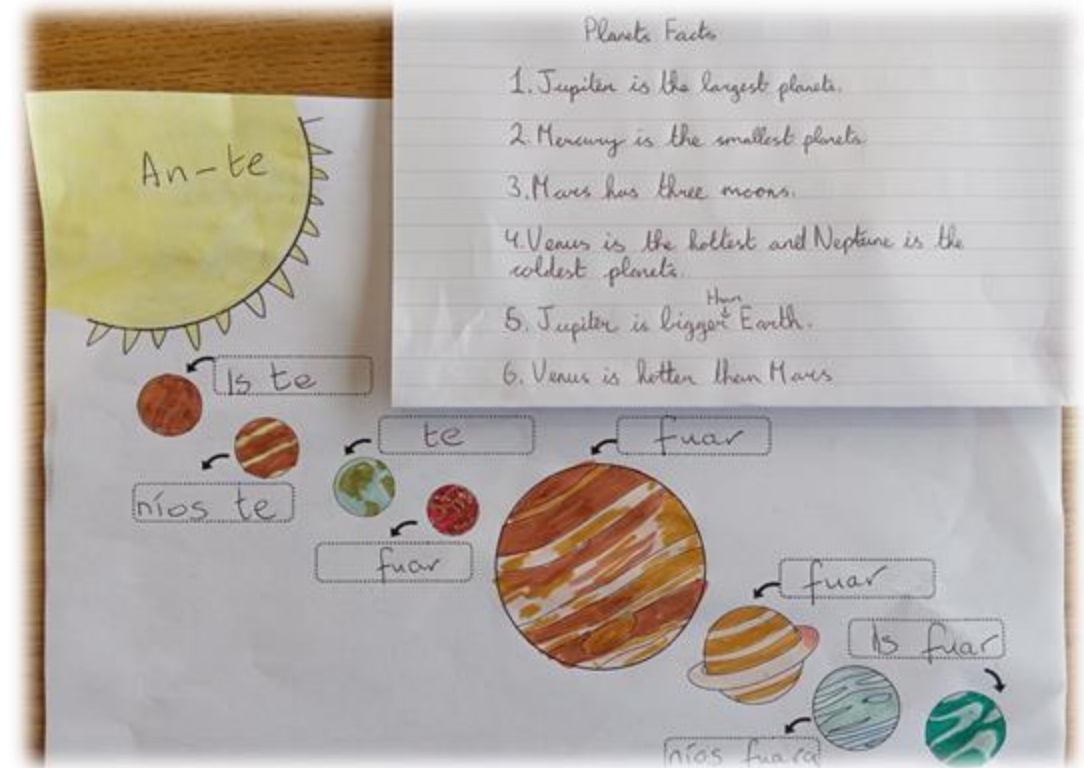


Oide

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.

Всесвіт наповнений мільярдами зоряних систем. Ці космічні утворення, розташовані всередині галактик, складаються щонайменше з однієї зорі та всіх об'єктів, що обертаються навколо неї, зокрема планет, карликових планет, супутників, астероїдів, комет і метеороїдів. Зоряна система, з якою ми найбільше знайомі, — це, звісно, наша власна.

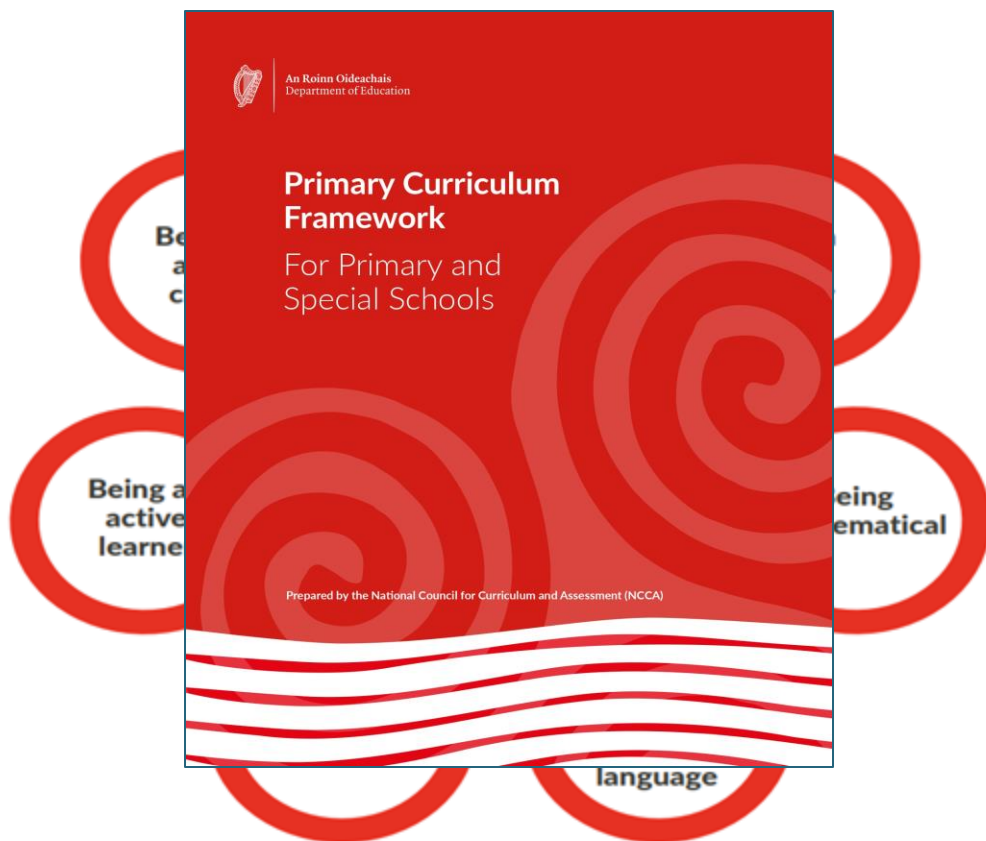


([CUNY-NYSIEB, 2013, Translanguaging: A CUNY Guide for Educators, p. 46](#))



Knowledge of EAL Learner

Key Competencies from the Primary Curriculum Framework



What competencies
may Olena be
developing in this
learning?





Session Three

Knowledge of the Curriculum

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

- consider good practice in relation to preparation for Learning, Teaching, and Assessment across the curriculum for EAL Learners
- explore collaborative Learning, Teaching, and Assessment practices that support EAL learners to access the curriculum in all learning settings.

Key Messages



Oide

The **Language Specification** reflects the **linguistic and cultural diversity** visible in Primary schools and supports all learners in the development of their **plurilingual repertoire across all languages**.

Collaboration among **all school staff** is essential for fostering an **inclusive learning environment** that supports EAL learners to **fully access and progress through the whole curriculum**.

The components of high-quality learning, teaching and assessment; **knowledge of children and their prior learning**, **knowledge of pedagogy** and **knowledge of the curriculum**, apply to all learners including EAL learners.

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**.





Key Messages

The **Language Specification** reflects the **linguistic and cultural diversity** visible in Primary schools and supports all learners in the development of their **plurilingual repertoire across all languages**.

The components of high-quality learning, teaching and assessment; **knowledge of children and their prior learning, knowledge of pedagogy and knowledge of the curriculum**, apply to all learners including EAL learners.

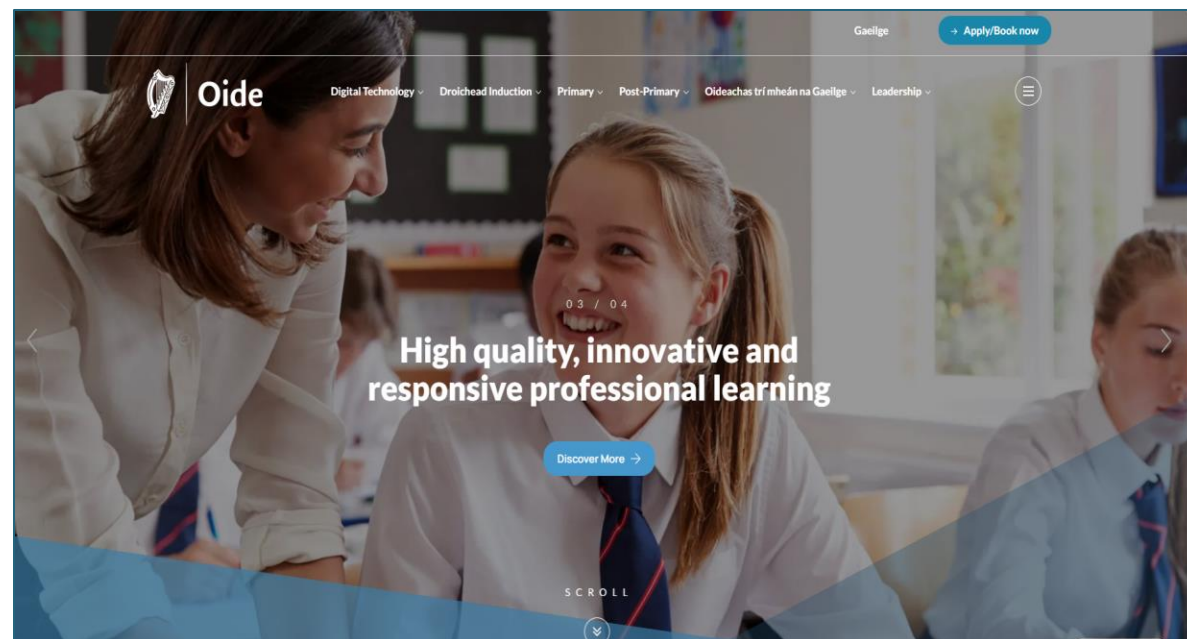
Collaboration among **all school staff** is essential for fostering an **inclusive learning environment** that supports EAL learners to **fully access and progress through the whole curriculum**.

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**.



Oide EAL Supports for Schools

- EAL Padlet
- EAL School Support
- EAL Online PLE
- Subscribe to the Primary Inclusion Newsletter on Oide.ie





Supports

NEPS online webinar

On: 24th November 2026

Register : Education Centre



NEPS: Creating Culturally Responsive Schools- Promoting Belonging Equity and Anti-Racist Practice (P)

X Post



An tSeirbhís Náisiúnta
Síceolaíochta Oideachais
National Educational
Psychological Service

For Primary Schools

This webinar reflects on cultural and linguistic diversity, promoting belonging, equity and anti-racist practice in schools.

Event Information

Event Date	24-11-2026 3:00 pm - 4:00 pm
Individual Price	Free
Location	Online
Categories	Bunscoil / Primary



Oide EAL Online Professional

Learning Experiences

Term 1 Time: 3:30 pm – 5:00 pm

October 2026

	Monday	Tuesday	Thursday
Session 1	12 th	13 th	15 th
Session 2	19 th	20 th	22 nd

November 2026

	Monday	Wednesday	Thursday
Session 1	2 nd	18 th	5 th
Session 2	9 th	25 th	12 th

Booking opens on 28th September at oide.ie

Reflection and Next Steps



Oide

Students don't
come to class with
EMPTY slates!

Valentina
Gonzalez
@ValentinaESL



How can we leverage their
funds of knowledge?



Evaluation

We would be
delighted to have your
feedback.





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Míle buíochas

тәә

Thank you

شكراً لك

Dziękuję

Спасибо