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

Introducing Oide

Welcome and Introductions

Attendance

Seminar Overview

Session One 09:30 - 11:00	Knowledge of the EAL Learner
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 (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** 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 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
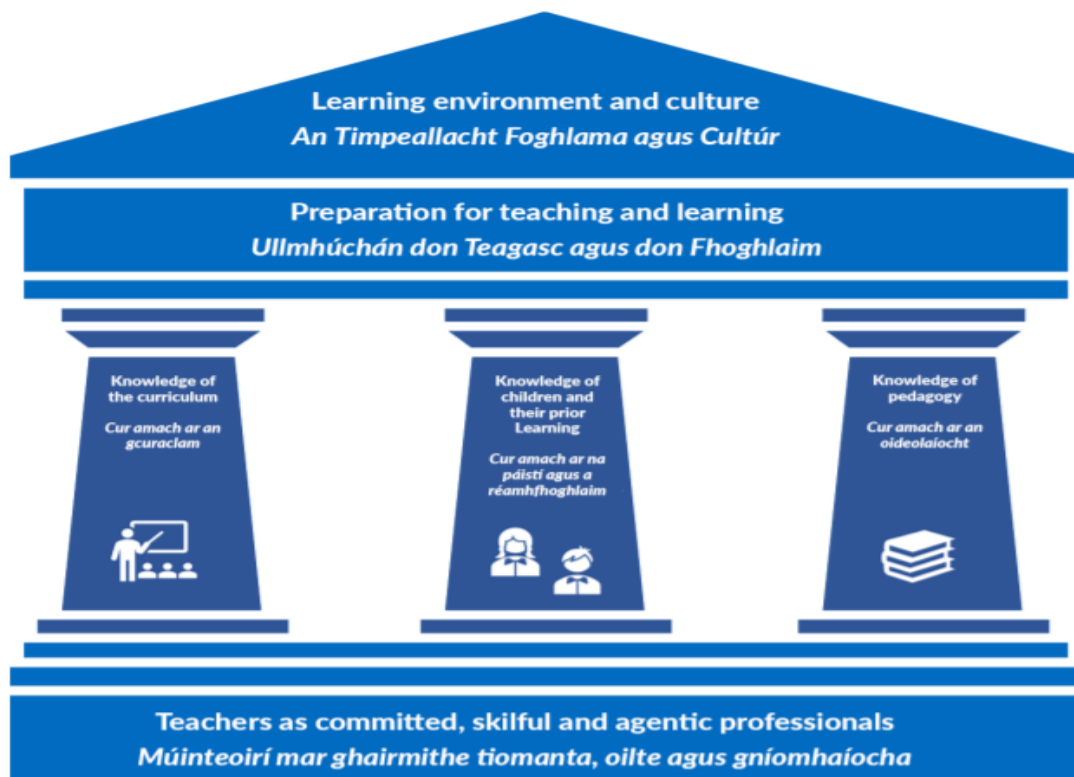
Learning environment and culture
An Timpeallacht Foghlama agus Cultúr

Preparation for teaching and learning
Ullmhúchán don Teagasc agus don Fhoghlaim

Knowledge of the curriculum
Cur amach ar an gcuraclam

Knowledge of children and their prior Learning
Cur amach ar na páistí agus a réamhfhoghlaim

Knowledge of pedagogy
Cur amach ar an oideolaíocht

Teachers as committed, skilful and agentic professionals
Múinteoirí mar ghairmithe tiomanta, oilte agus gníomhaíocha

Preparation for Teaching and Learning - Guidance for All Primary and Special Schools

Ullmhúchán don Teagasc agus don Fhoghlaim - Treoir do gach Bunscoil agus Scoil Speisialta

Session One

Knowledge of the EAL Learner

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 our EAL Learners to experience
in our schools?

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Knowledge of Learner

Key Competencies from the Primary Curriculum Framework
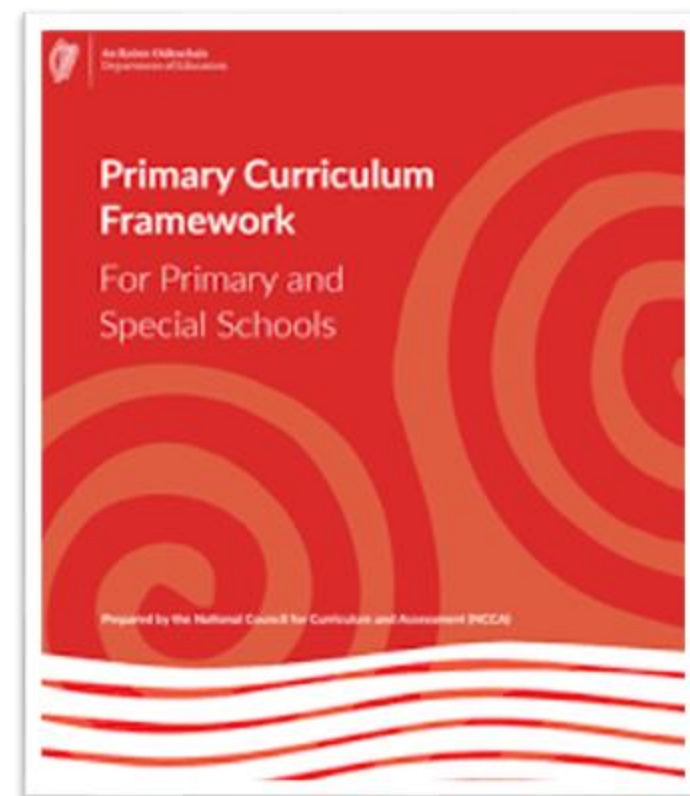
Knowledge of the EAL Learner

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!

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

Knowledge of the EAL Learner

Case Studies

"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 International Protection with my parents and sister. I arrived in Ireland in December 2022, 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

Supporting the Professional Learning of School Leaders and Teachers

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

Rialtas na hEireann
Government of Ireland

Wellbeing Policy Statement and Framework for Practice
2018–2023
Revised October 2019

an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
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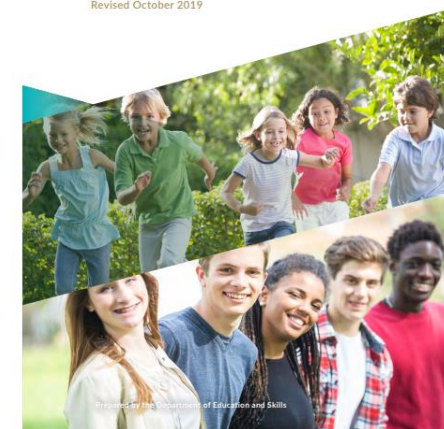
Knowledge of the EAL Learner

Supporting Communication - Digital Tools

Microsoft Translator App for Parent Conferences

Microsoft Translator App

for Google / for Microsoft

Google Lens Tutorial Video

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Session Two

Knowledge of Pedagogy
(EAL and Language Acquisition)

Knowledge of the Pedagogy

Guidance for Preparation for Teaching and Learning
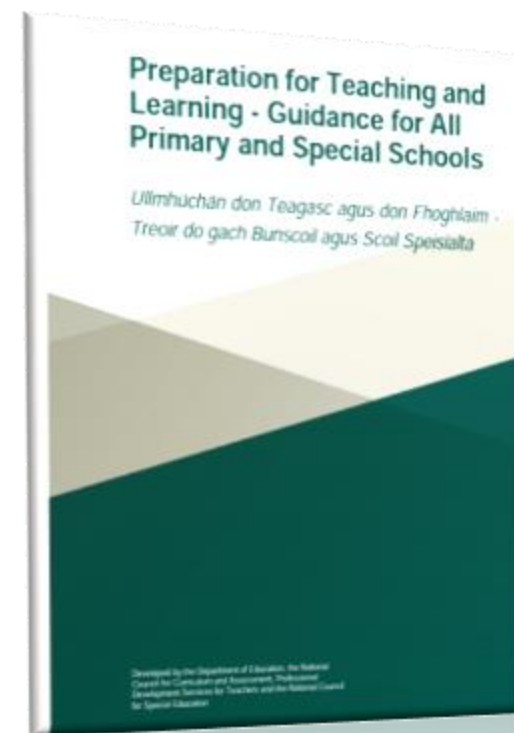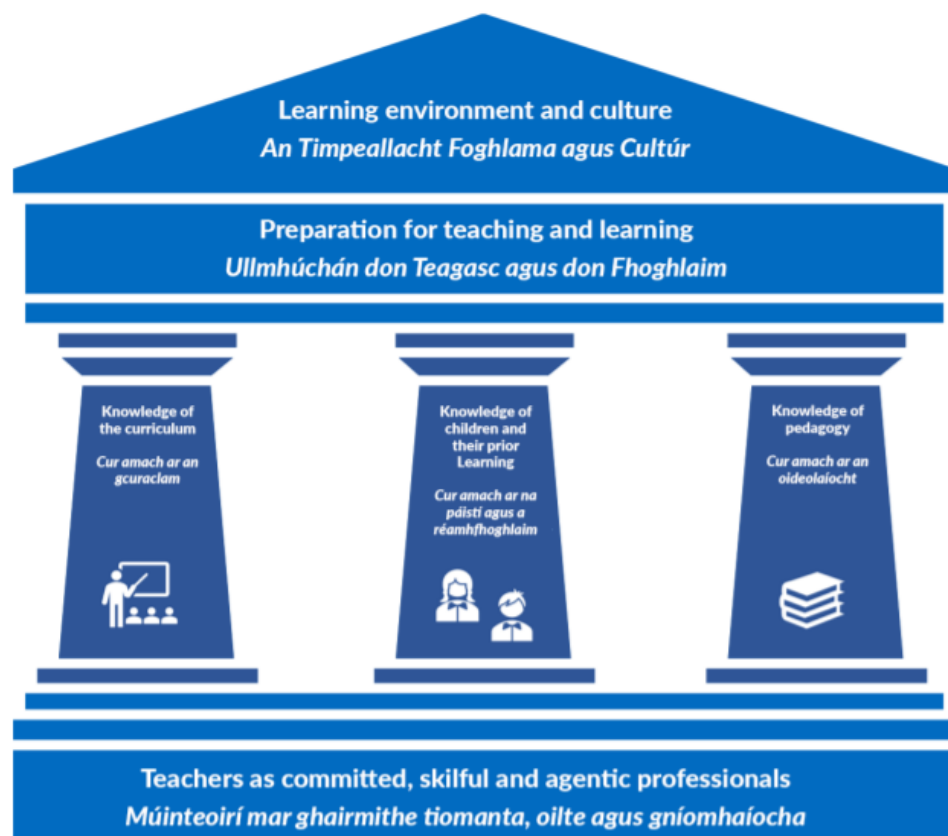
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Supporting the Professional Learning of School Leaders and Teachers

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 Linguistic Repertoires

Knowledge of Pedagogy

Linguistic 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
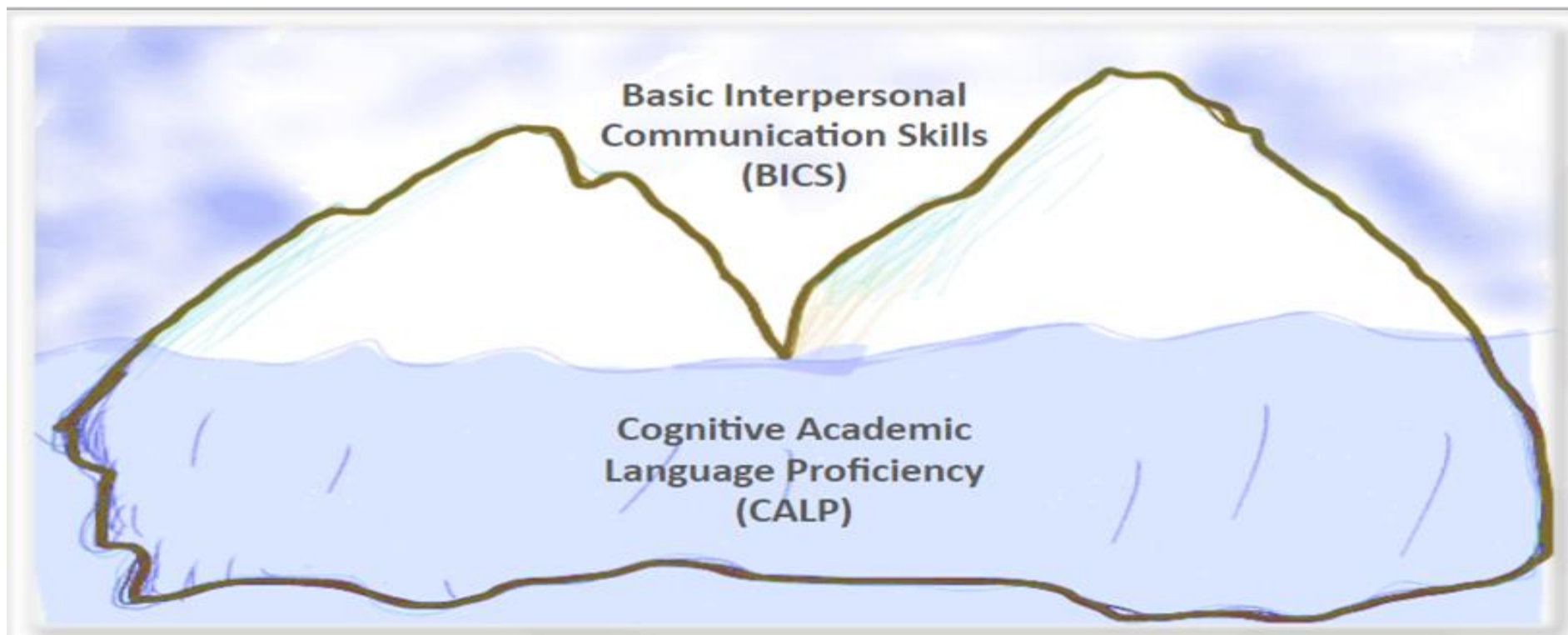
Knowledge of Pedagogy

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 0011/2024

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

Models of Language Learning

Knowledge of Pedagogy

PPLI Intercultural Education Guidelines
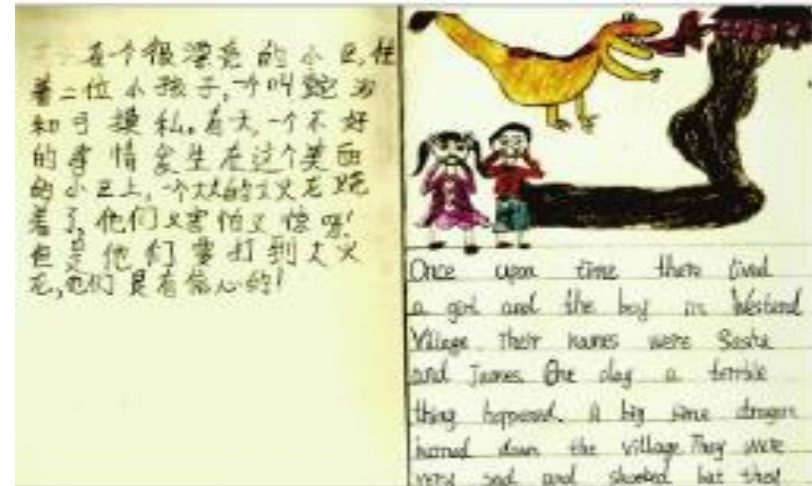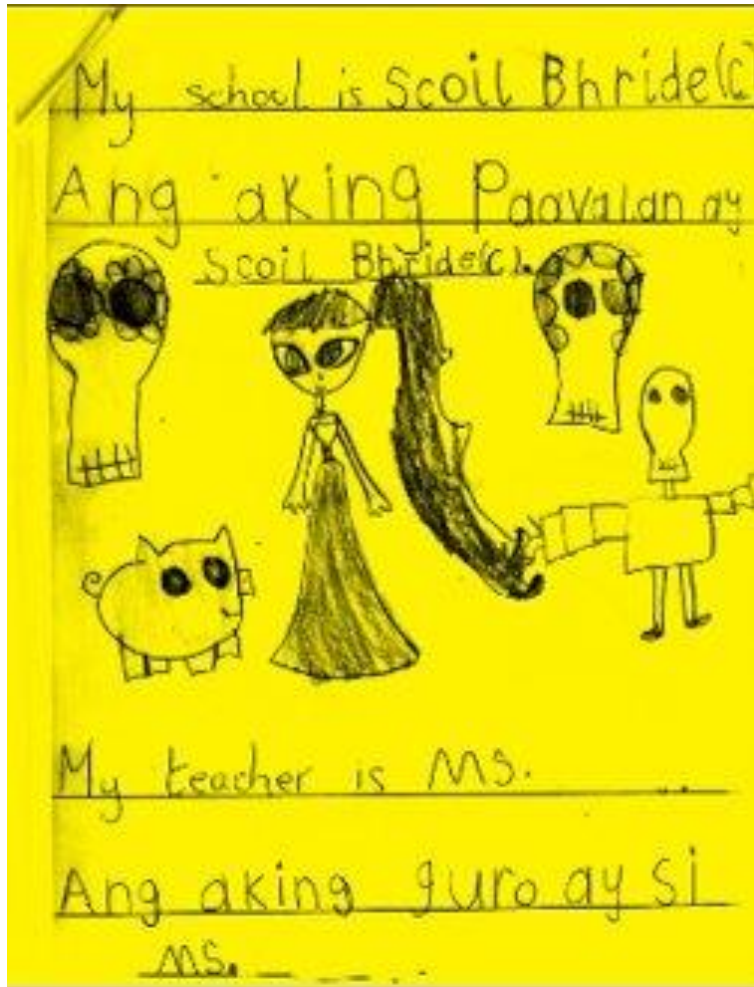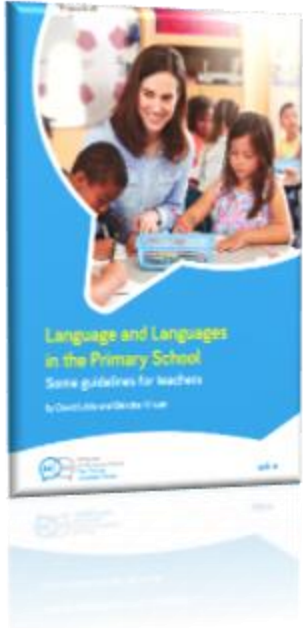
Knowledge of Pedagogy

Stages of Second Language Acquistion (Stage 1-5)

Stage 1 (Preproduction)	Stage 2 (Early Production)	Stage 3 (Speech Emergence)	Stage 4 (Intermediate Fluency)	Stage 5 (Advanced Fluency)

(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."

Primary Curriculum Framework p.6
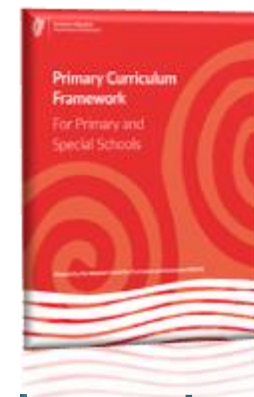
What are good pedagogical approaches to language learning?

Knowledge of Pedagogy

Pedagogical Approaches

The Communicative Approach	Functions of Language	Content and Language Integrated Learning (CLIL)	Transfer of Skills
Immersion	Play	Language Awareness and Cultural Awareness	Linguistic Diversity

Knowledge of Pedagogy

Language Development Learning Experiences

Session Two:

Knowledge of Pedagogy (EAL and Language Acquisition)

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Session Three

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

Knowledge of the Curriculum

Guidance for Preparation for Teaching and Learning

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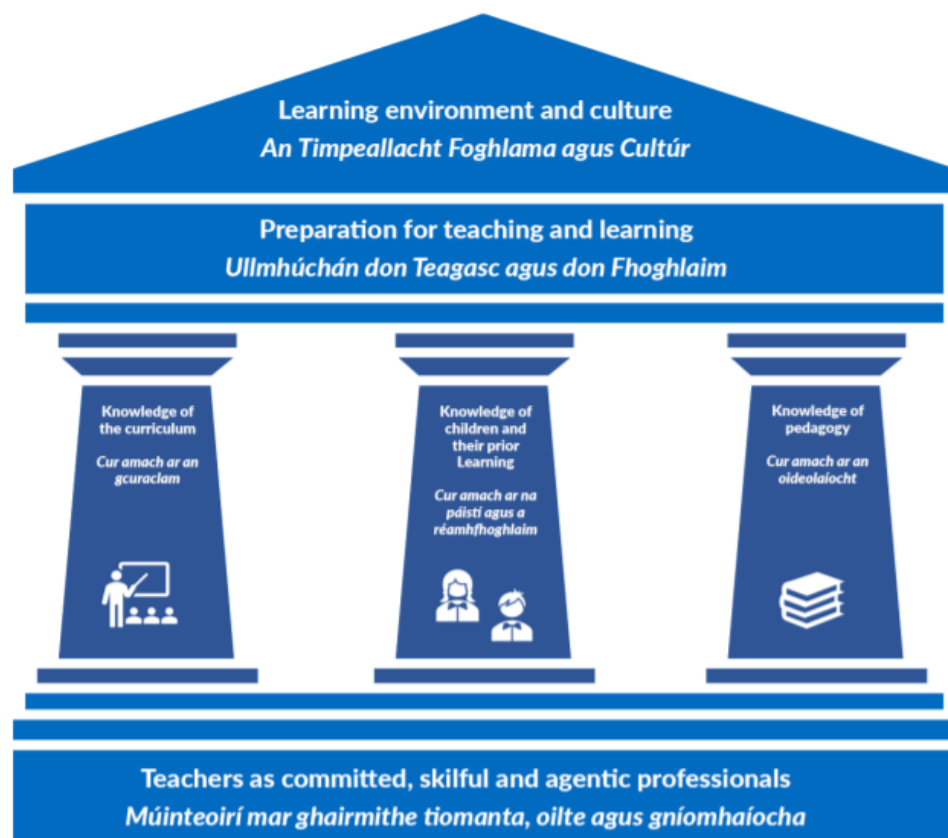Supporting the Professional Learning of School Leaders and Teachers

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

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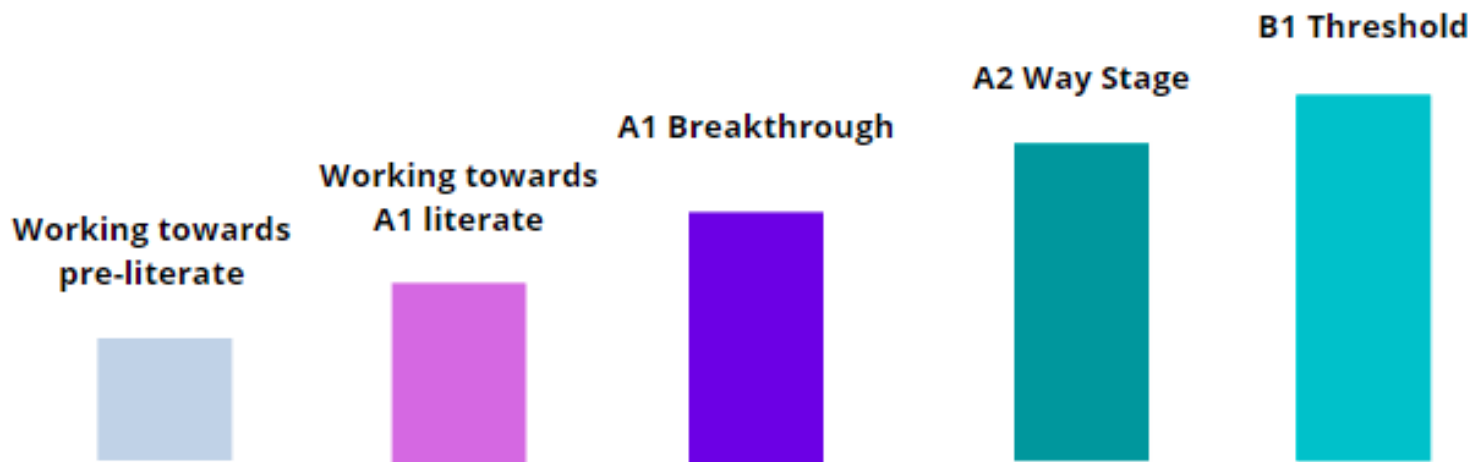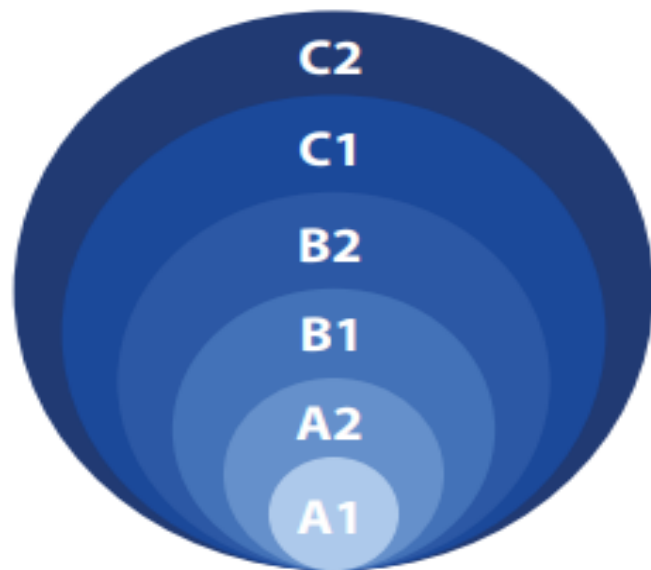
Knowledge of the Curriculum

Assessing Language Proficiency

CEFR Language Proficiency Levels

13 Themes based on CEFR Levels

Up and Away

A resource book for English language support in primary schools

- C2
- C1
- B2
- B1
- A2
- A1

Working towards pre-literate

Working towards A1 literate

A1 Breakthrough

A2 Way Stage

B1 Threshold
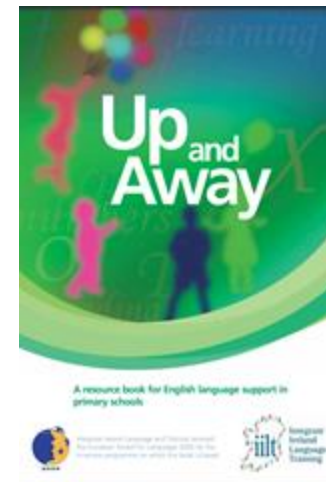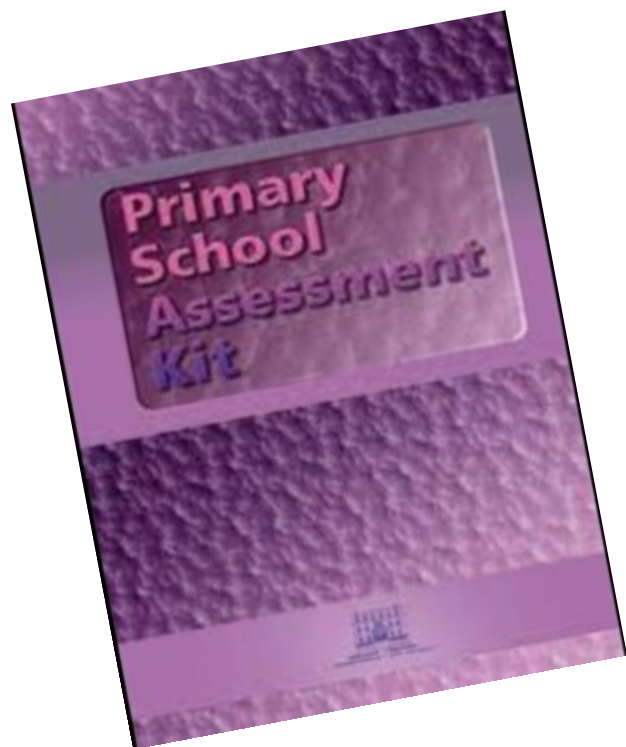
Knowledge of the Curriculum
Assessing Language Proficiency

- 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.

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
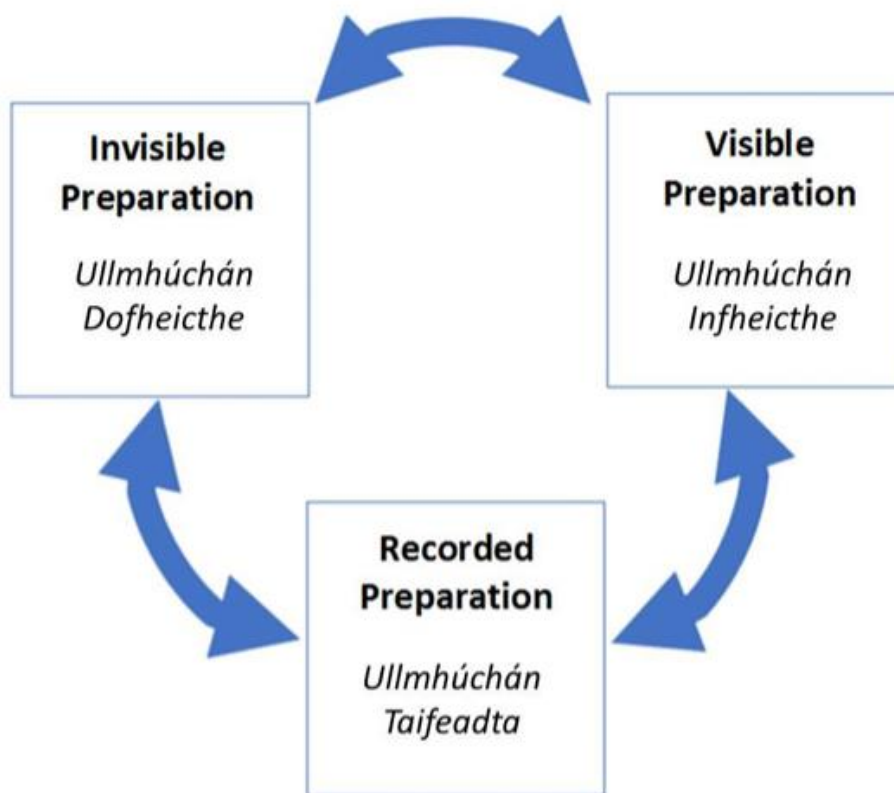
Knowledge of the Curriculum Support for EAL Learners

Whole School Approaches

Home/School/Community Support

Mainstream Classroom

SET/EAL Setting

ACADEMIC COMPETENCE

SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

Individualised & Specialist Support — School Support Plus (for a Few)

Response to Groups and Individuals — School Support (for Some)

Preventative & Proactive Approaches — Whole-School & Classroom Support (for All)

A Continuum of Support

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** whenever possible to help them **access the overall curriculum** and **participate fully in school life**

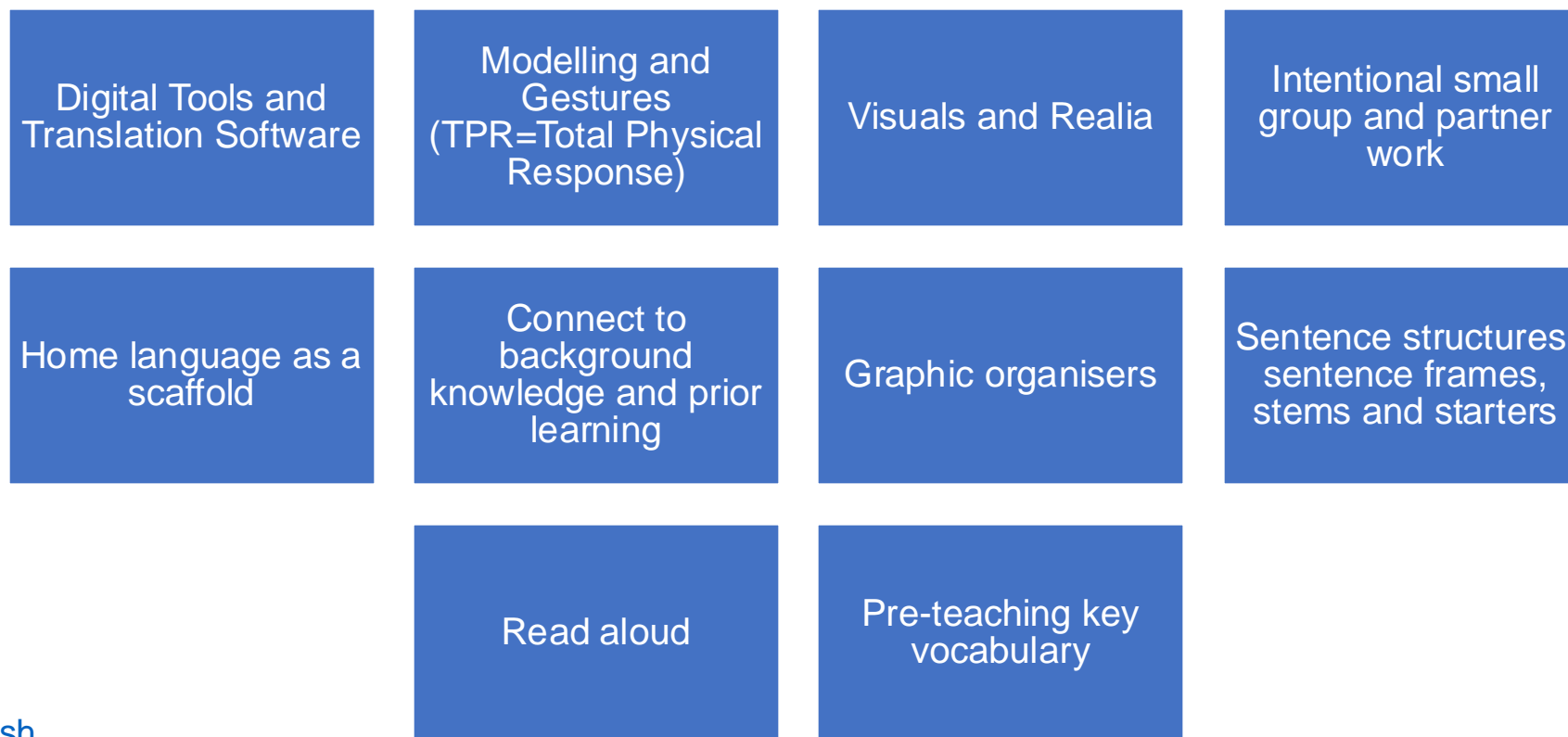- Targets should be set in collaboration between Class Teacher and SET/EAL Teacher

- 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

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Knowledge of the Curriculum

Scaffolding for EAL Learners - Reflection

What scaffolds did Moises use?

In what ways was Moises agentic in his own learning?

What impact do you think this assessment may have on Moises?

How can we, as teachers, improve EAL learners' access to the curriculum?

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 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

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.

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

Что такое Планета?

Узнайте о окрестностях Земли.

ДАЛЕКИЕ ФАКТЫ

• Восемь планет нашей солнечной системы бывают двух видов: меньшие каменистые планеты с твердой поверхностью (Меркурий , Венера , Земля и Марс) и более крупные газовые гиганты (Юпитер , Сатурн , Уран и Нептун).

• Вы можете увидеть шесть планет Солнечной системы невооруженным глазом с Земли — и все восемь, если у вас есть бинокль или телескоп.

• Астрономы открыли сотни миров за пределами нашей Солнечной системы и с каждым днем обнаруживают все больше. Ученые полагают, что некоторые из этих «экзопланет» могут поддерживать инопланетную жизнь. Кто знает. Возможно, какой-нибудь инопланетный ребенок где-то в галактике задается вопросом, существуете ли вы.

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Translanguaging Approach -
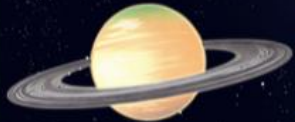
In the SET/EAL Setting

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 - Valourising Linguistic Repertoires

Translanguaging: A CUNY Guide for Educators, p 46
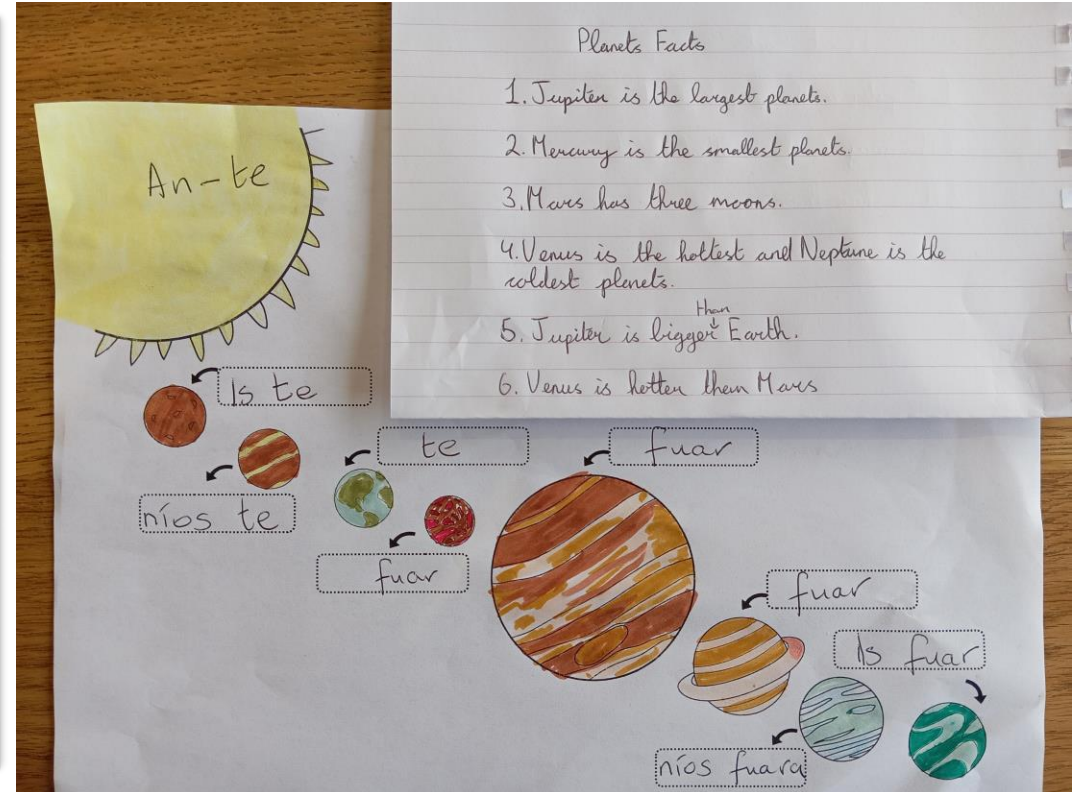
Scenario Feedback

Key Competencies from the Primary Curriculum Framework
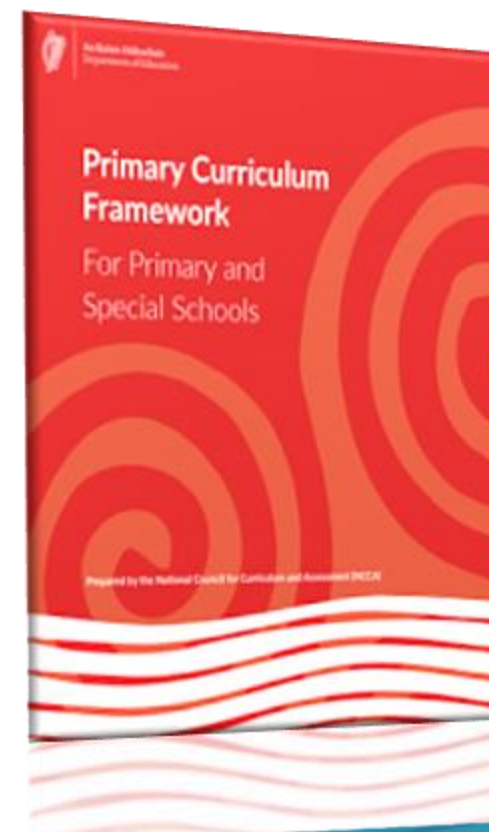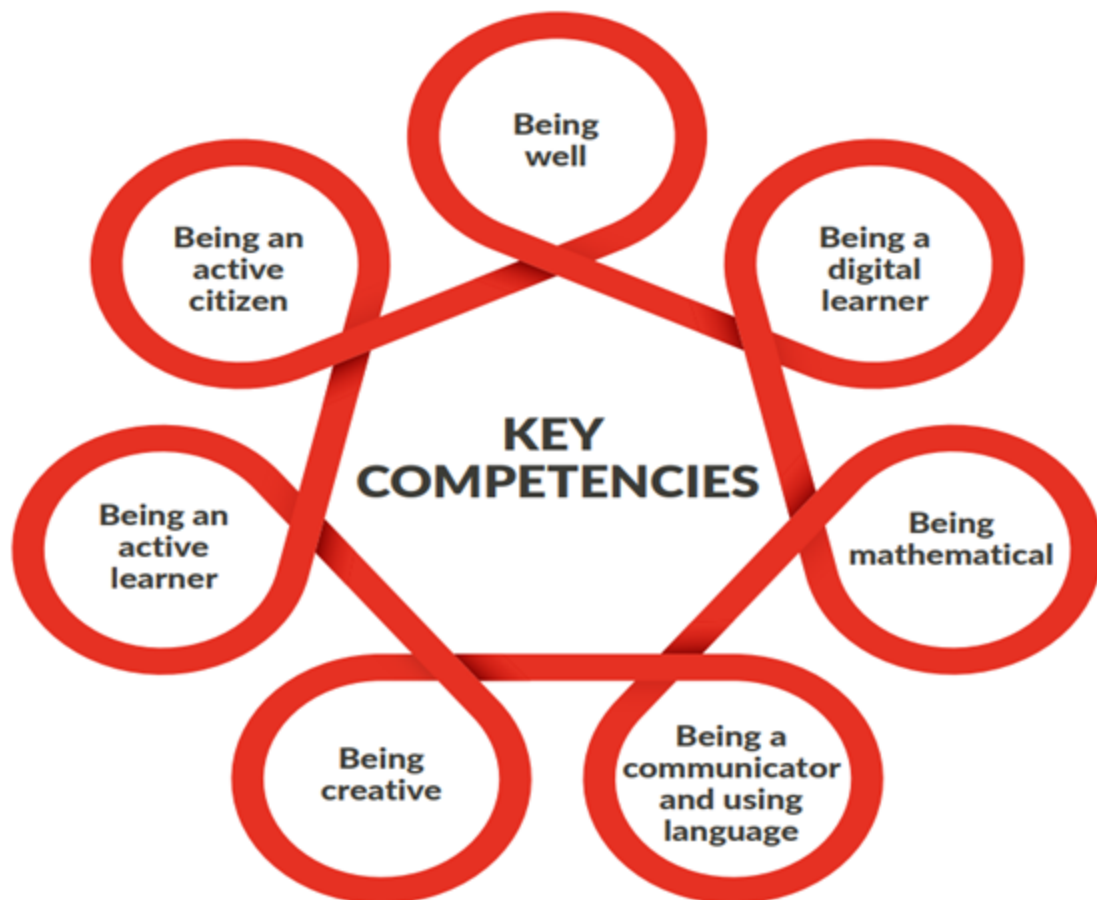
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By the end of this session participants will have begun to:

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

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

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

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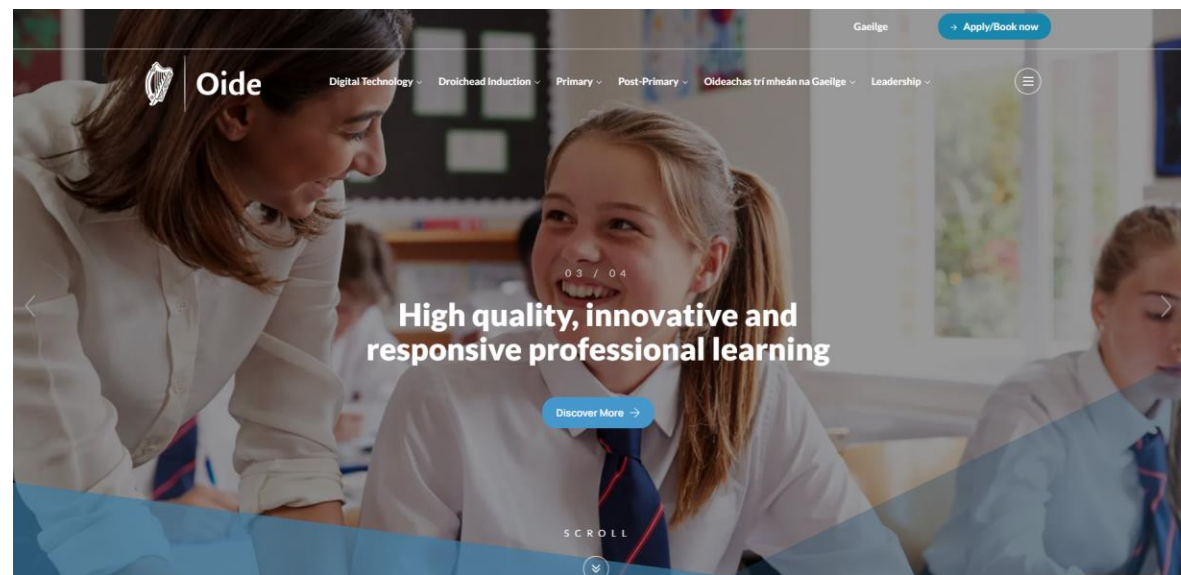
Oide EAL Supports for Schools

EAL Padlet

EAL School Support

EAL Webinars (Booking opens November 4th)
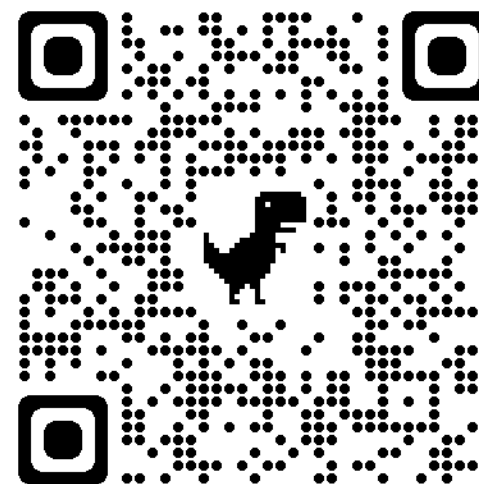
 @OideInclusiveEd

DE Supports for Schools

Information for schools – Ukraine

From Department of Education
Published on 28 March 2022
Last updated on 25 September 2023

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. Региональные группы по образованию и языкам (REALT)

6. Заголовок: Информация для родителей детей в возрасте от 2 до 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

11. Critical Incident Resources

12. Supports for children from Ukraine with special educational needs

13. Additional information

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Reflection and Next Steps

Students don't come to class with EMPTY slates!

Valentina Gonzalez @ValentinaESL

First Language Traditions Culture Life Experiences Beliefs Background Knowledge

How can we leverage their funds of knowledge?

Evaluation

https://tinyurl.com/EALEVAL

Evaluation: Leading and Supporting the Inclusion of EAL Learners in Primary Schools Seminar