



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



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Welcome and Introductions



<https://tinyurl.com/novseminar2023>

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Seminar Overview

Session One 09:15 - 11:00	Knowledge of the EAL Learner
Tea/Coffee 11:00 - 11:15	
Session Two 11:15 - 12:45	Knowledge of Pedagogy (EAL and Language Acquisition)
Lunch 12:45- 13:45	
Session Three 13:45 - 15:15	Knowledge of the Curriculum (Teaching, Learning and Assessment for EAL Learners)



Key Messages

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

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

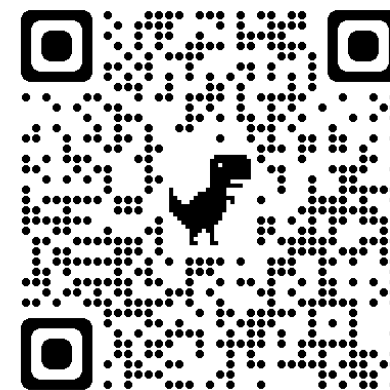
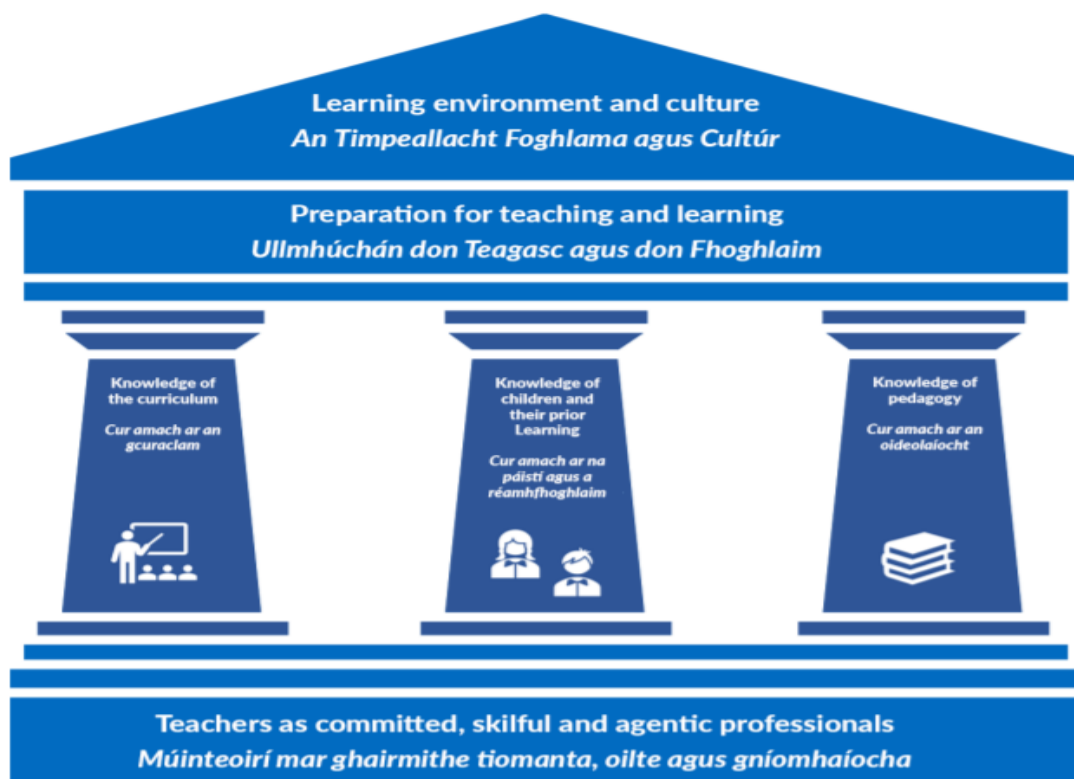
A classroom environment in which **communication is valued and promoted** will support **the inclusion of all learners** and the development of their **linguistic repertoire across multiple languages**.

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



Knowledge of the EAL Learner

Guidance for Preparation for Teaching and Learning





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Purpose for the Day

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
- 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

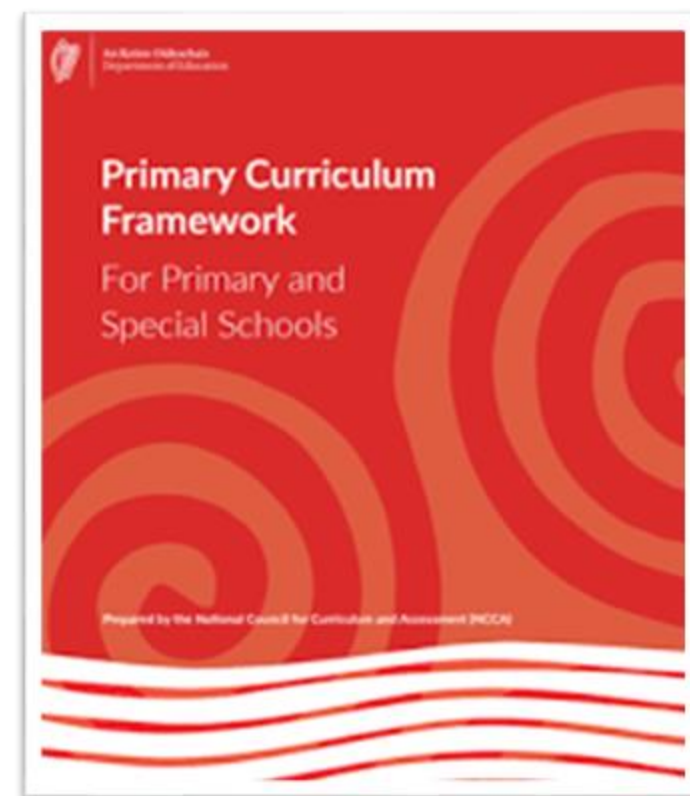
- 1) What is the goal of EAL support?
- 2) What do we want our EAL Learners to experience in our schools?

Menti QR Code
here (to be added
by facilitator)



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



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 (Direct Provision) with my parents and sister. I arrived in Ireland in December 2022, and have started to learn English."

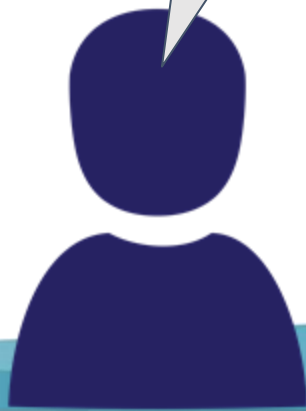
Zurab

"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





Knowledge of the EAL Learner

Key Areas of Wellbeing Promotion - Relationships and Partnerships

Relationships & Partnerships

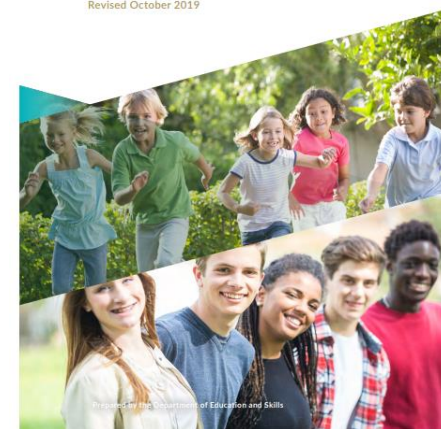
- Student & staff relationships
- Peer relationships
- Student voice
- Partnership – staff, children and young people, parents/carers
- Partnerships with other schools
- Community partnerships
- External supports



Rialtas na hÉireann
Government of Ireland

Wellbeing Policy Statement and Framework for Practice

2018-2023
Revised October 2019





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Knowledge of the EAL Learner

Supporting Communication - Digital Tools



[Oide Primary EAL Padlet](#)
([Digital Tools on Panel 6](#))



[Microsoft Translator App](#)



[Microsoft Translator App for Parent Conferences](#)



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



Session One:

Knowledge of the EAL Learner

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Supporting the Professional
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Session Two

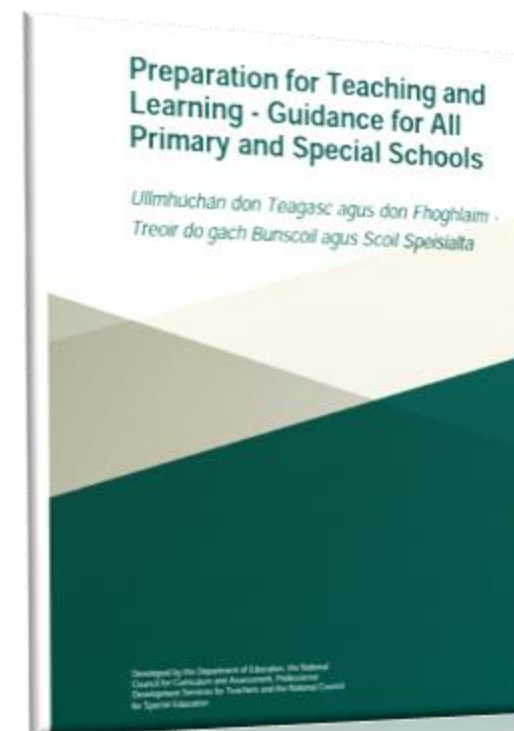
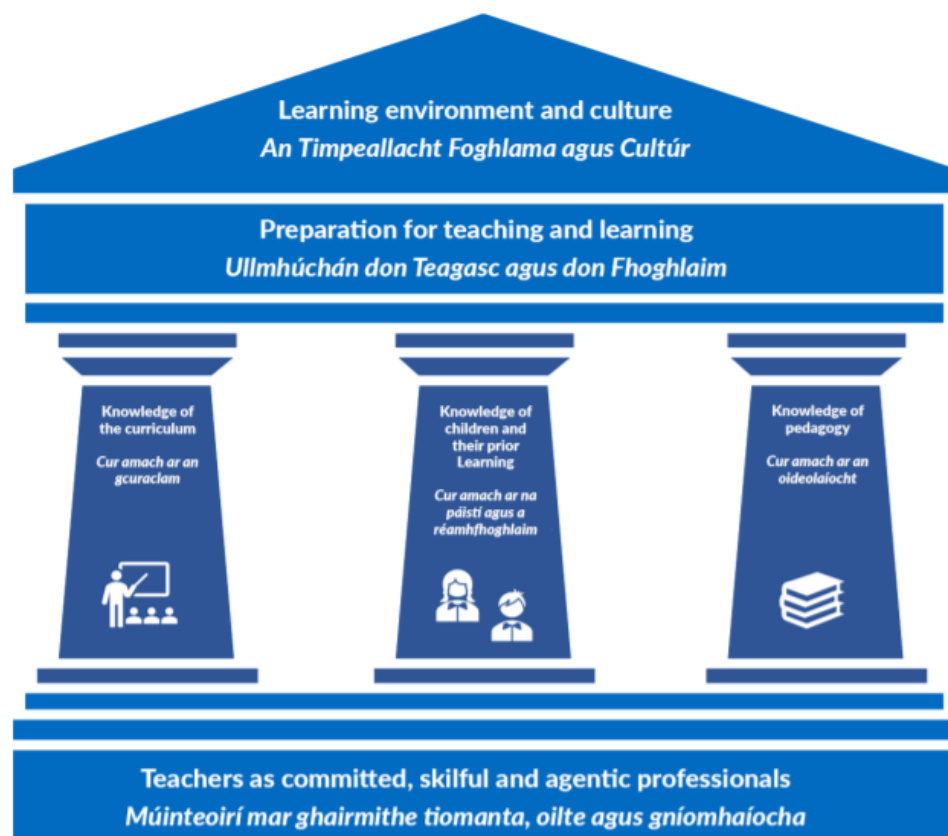
Knowledge of Pedagogy
(EAL and Language Acquisition)





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 Linguistic Repertoires



Knowledge of Pedagogy

Linguistic Repertoire Self-Reflection

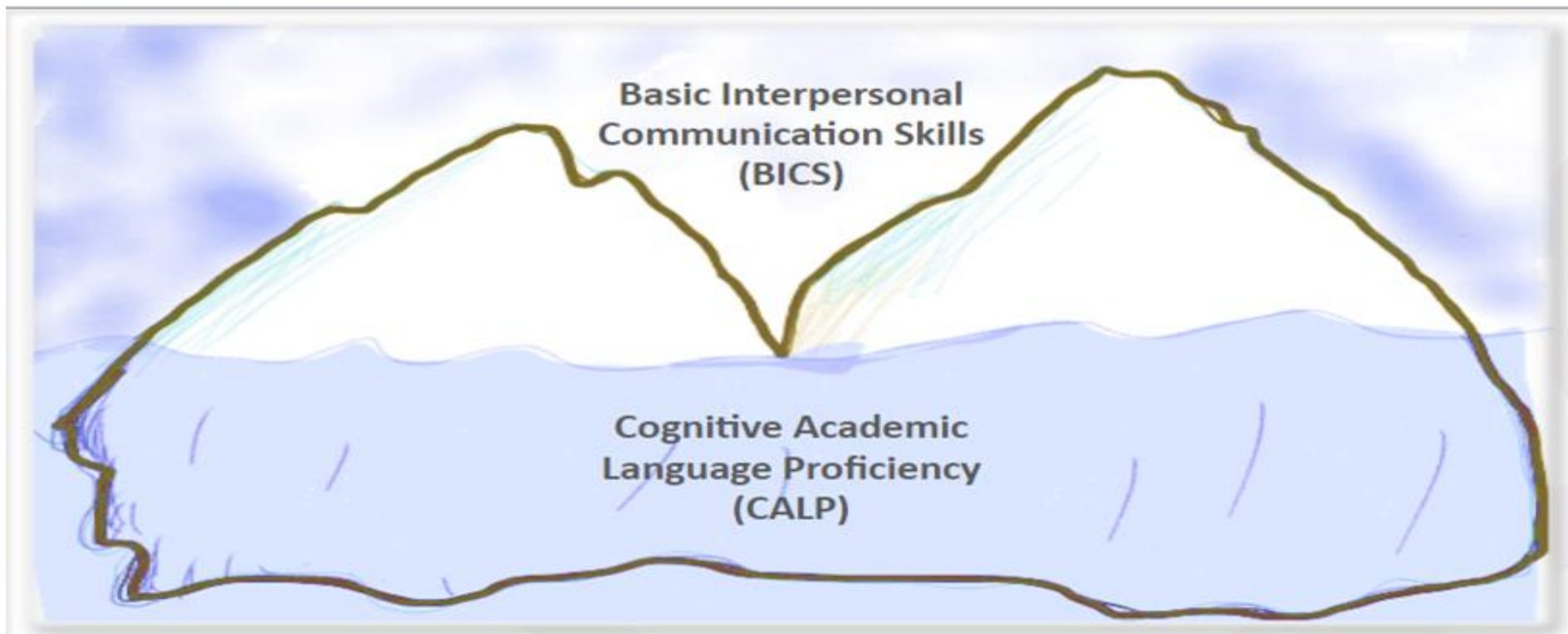
"Set of linguistic varieties (first language, regional, learned in school, during stays abroad, etc.) mastered by the same speaker, to whatever degree and for whatever purpose. The individual repertoire varies throughout life (acquisition of new languages, “forgetting” of known languages, etc.)"

Gogolin, Ingrid. (2007)



Knowledge of Pedagogy

Cummins' Iceberg Theory of Language Development



Knowledge of Pedagogy



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Models of Language Learning

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Knowledge of Pedagogy



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PPLI Intercultural Education Guidelines

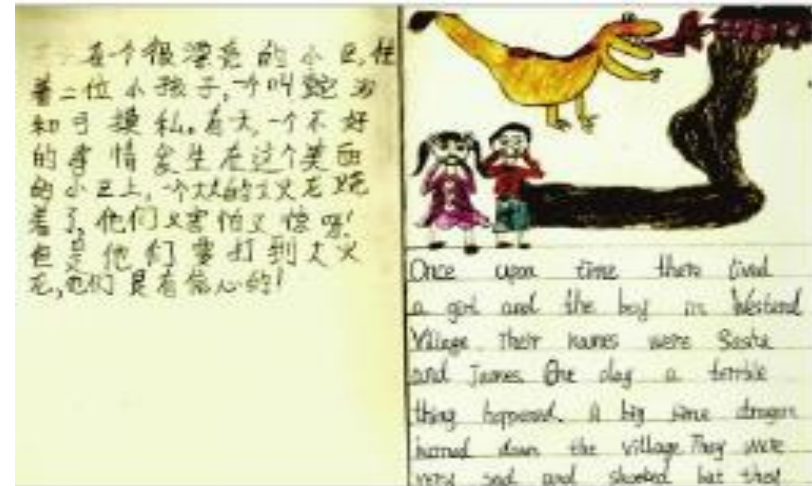
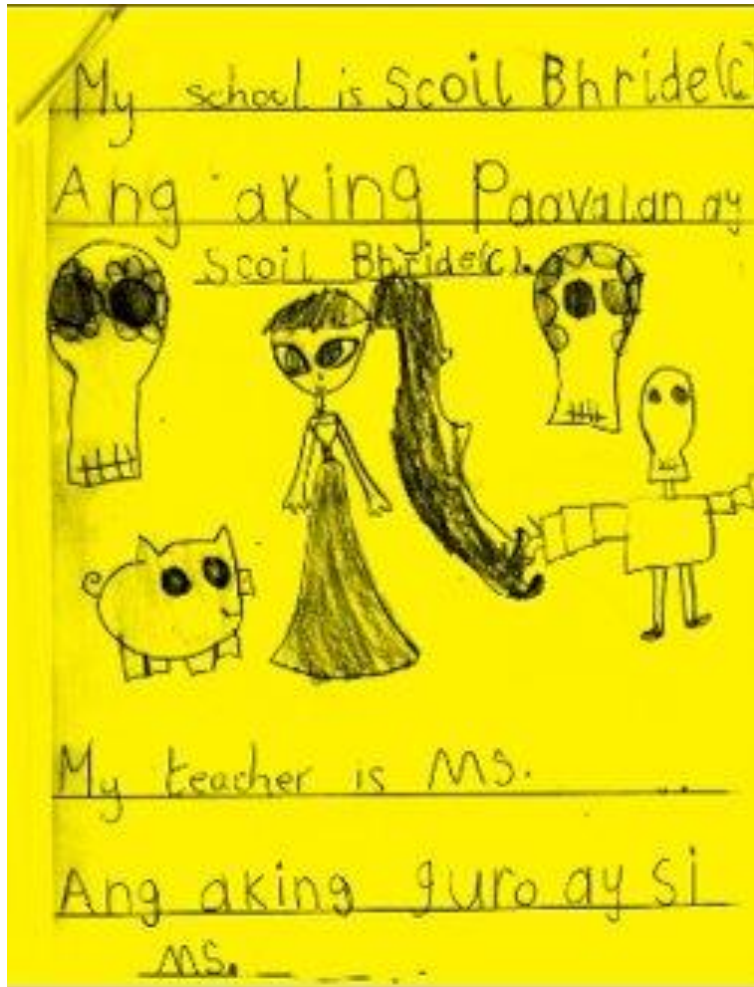


Photo: Oide. Best language copybook writer in (Oide) (2022) (2022) (2022)



Photo: Oide. Best language copybook writer in (Oide) (2022) (2022) (2022)

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Supporting the Professional
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Knowledge of Pedagogy



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Stages of Second Language Acquisition (Stage 1-5)



(Krashen & Terrell, 1983)

Knowledge of Pedagogy



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

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

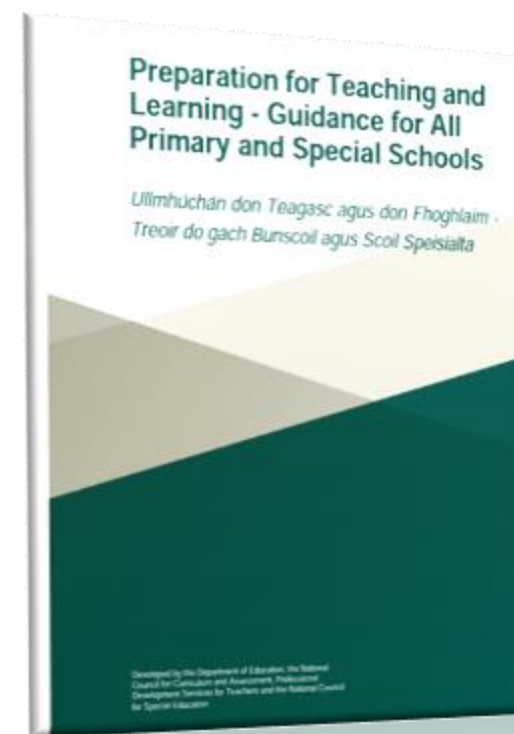
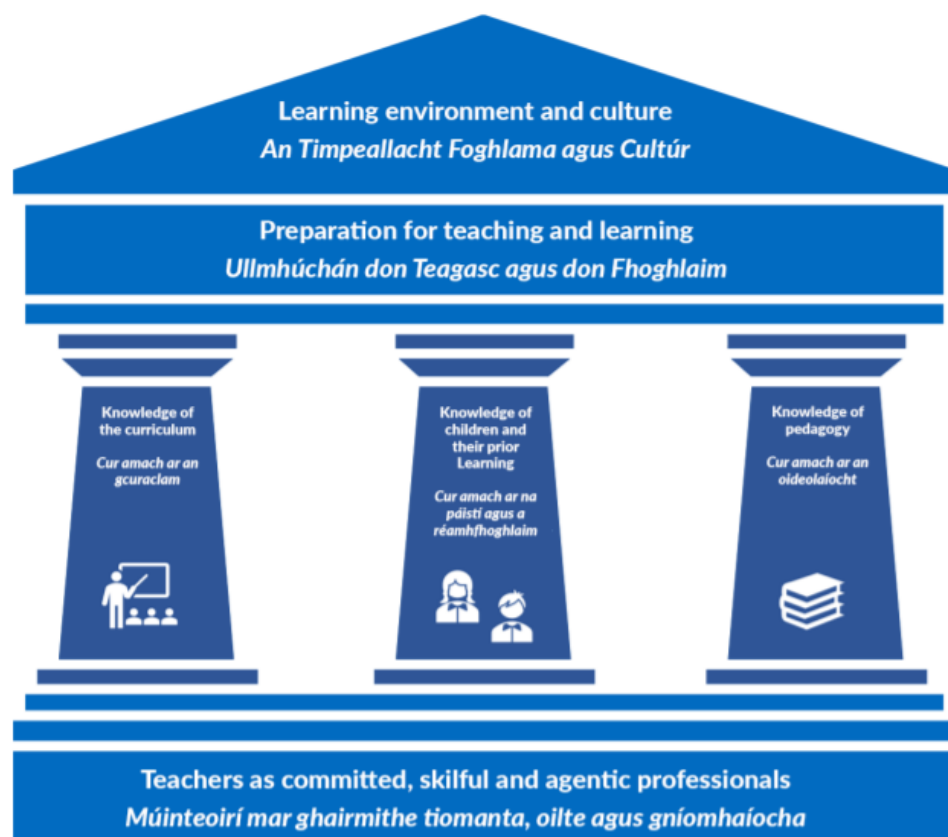
Knowledge of the Curriculum
(Teaching, Learning and Assessment
for EAL Learners)





Knowledge of the Curriculum

Guidance for Preparation for Teaching and Learning





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

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

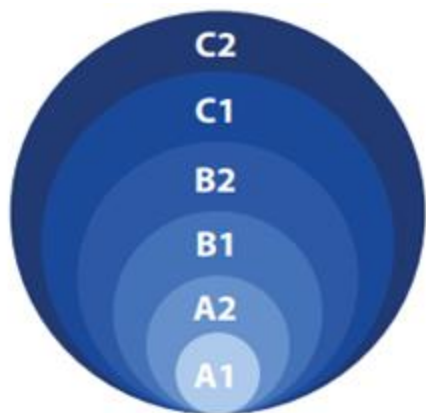
teacher designed tests/quizzes; externally constructed standardised assessments; diagnostic assessments



Knowledge of the Curriculum

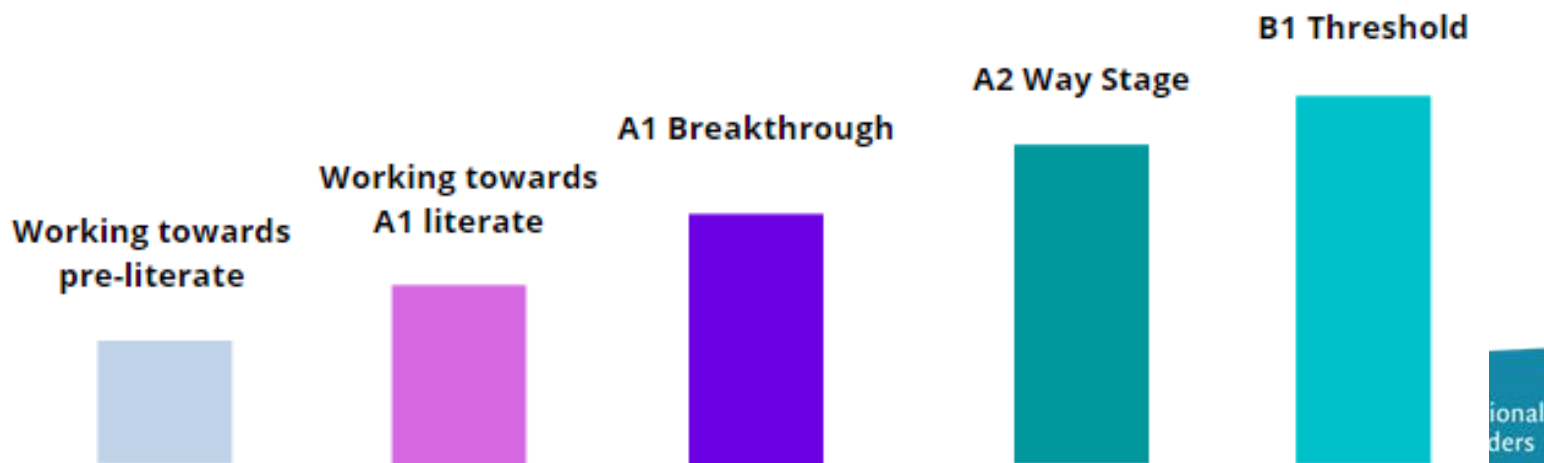
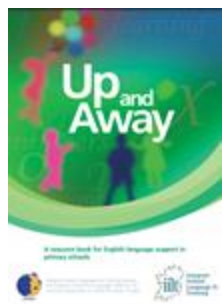
Assessing Language Proficiency

CEFR Language Proficiency Levels



- Three sets of assessments: Set 1 (Placement), SET 2 and SET 3
- Assessments are carried out for each of the four skills; listening, speaking, reading, and writing.

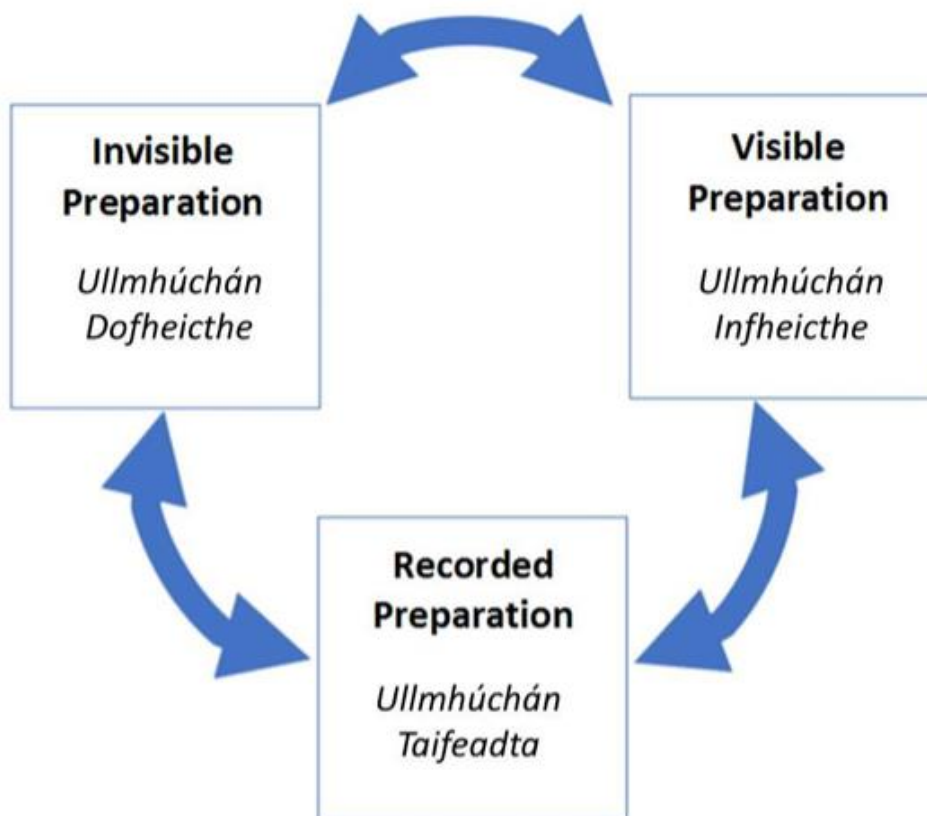
13 Themes Based on the CEFR





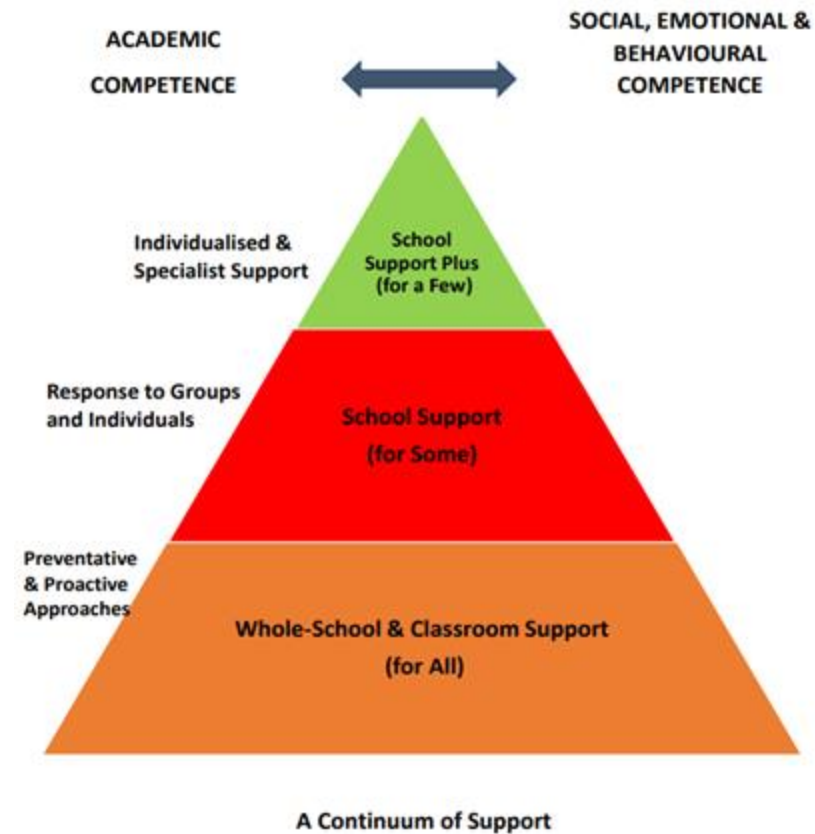
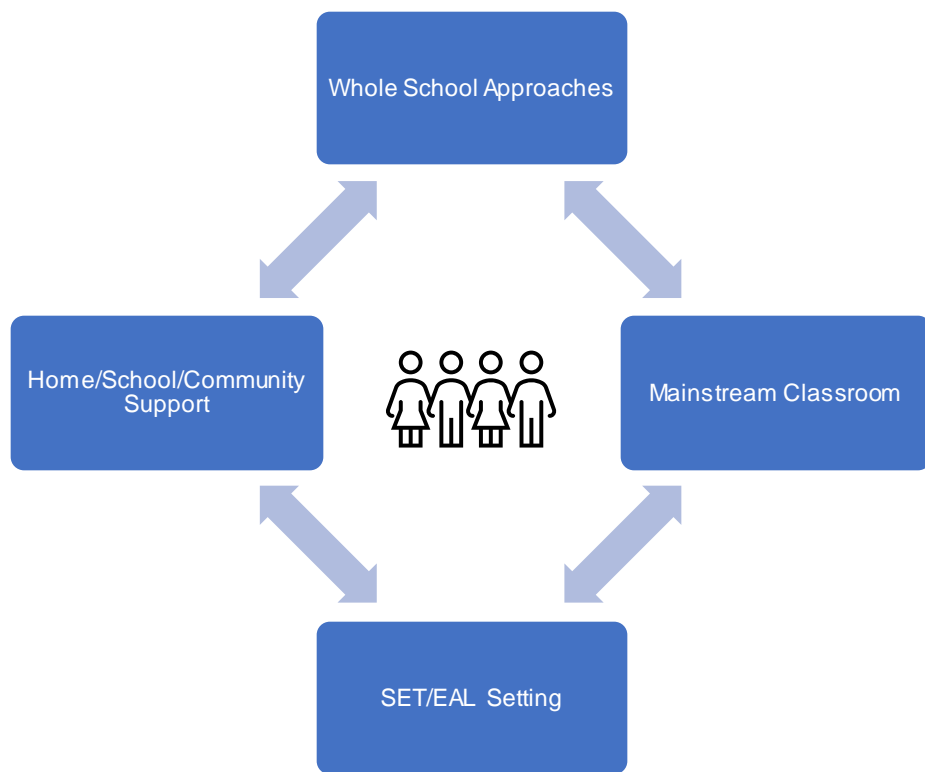
Knowledge of the Curriculum

Guidance for Preparation of Teaching and Learning





Knowledge of the Curriculum Student Support for EAL Learners





Knowledge of the Curriculum

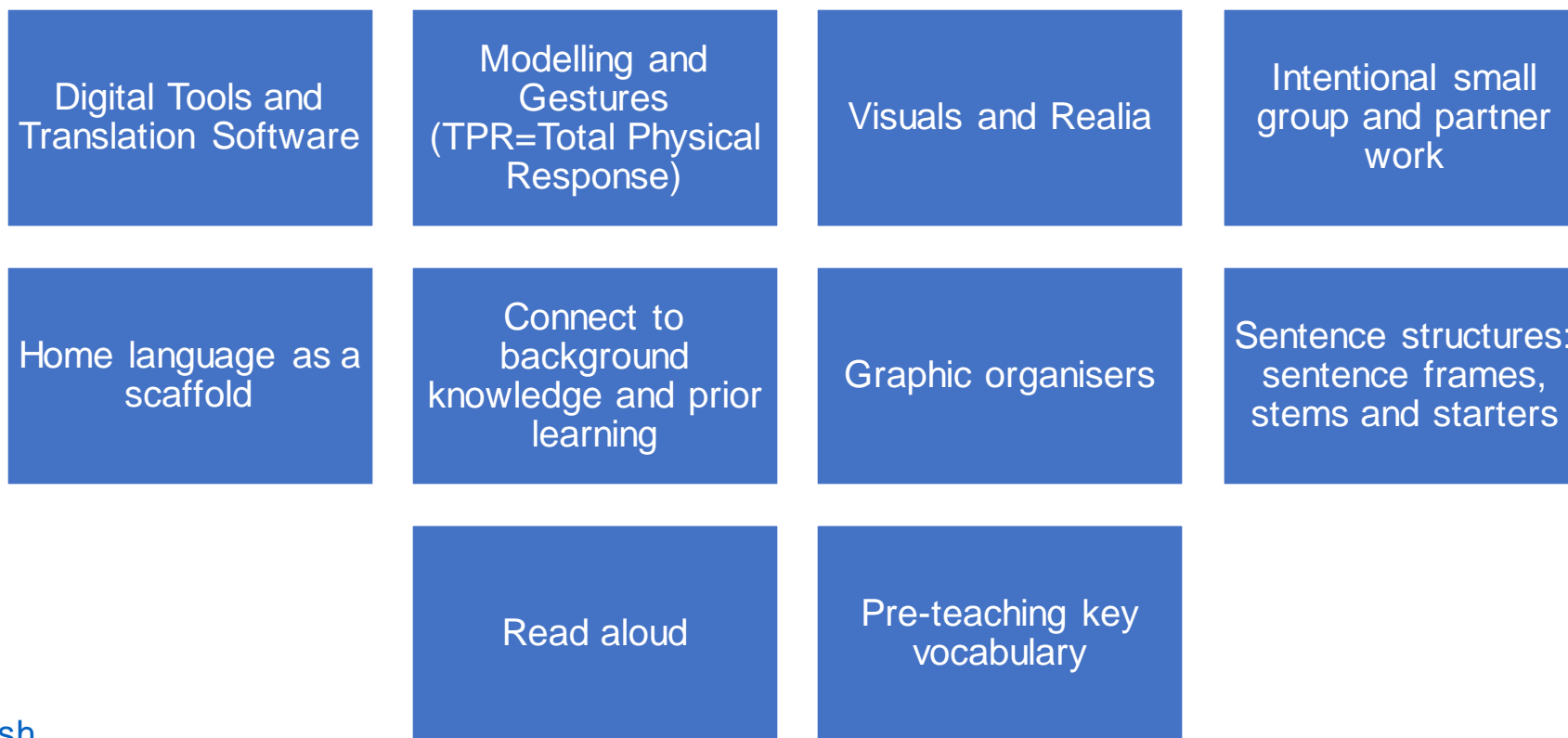
Target setting

- 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



[Scaffolding for English Learners, Valentia Gonzalez](#)



Knowledge of Curriculum

Scaffolding for EAL Learners





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



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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 -



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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 каменные 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.


Translanguaging Approach -



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In the SET/EAL Setting

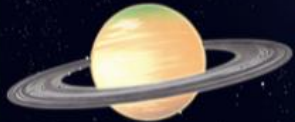
Jupiter



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 _____ er
than _____.

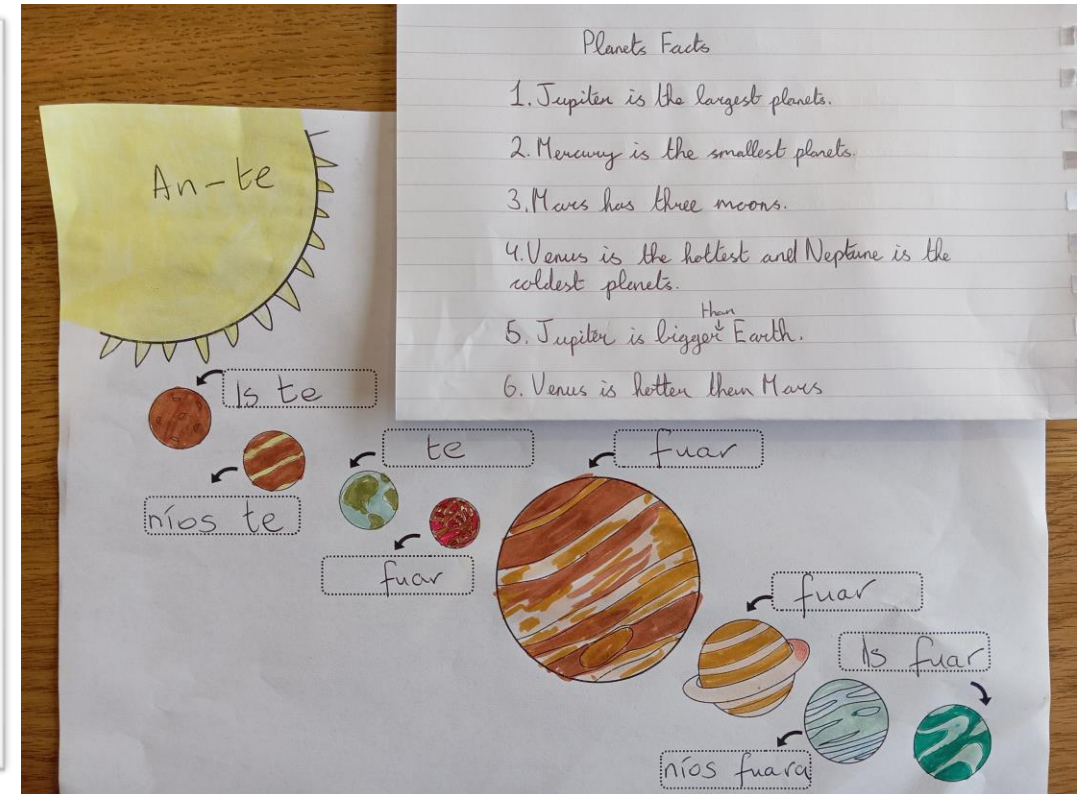
_____ is the
_____ est planet.

_____ is a planet.

Valourising Linguistic 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.

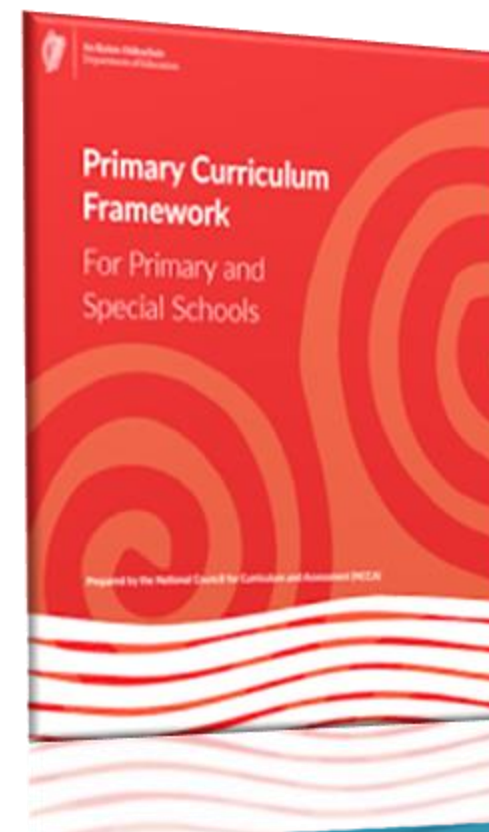
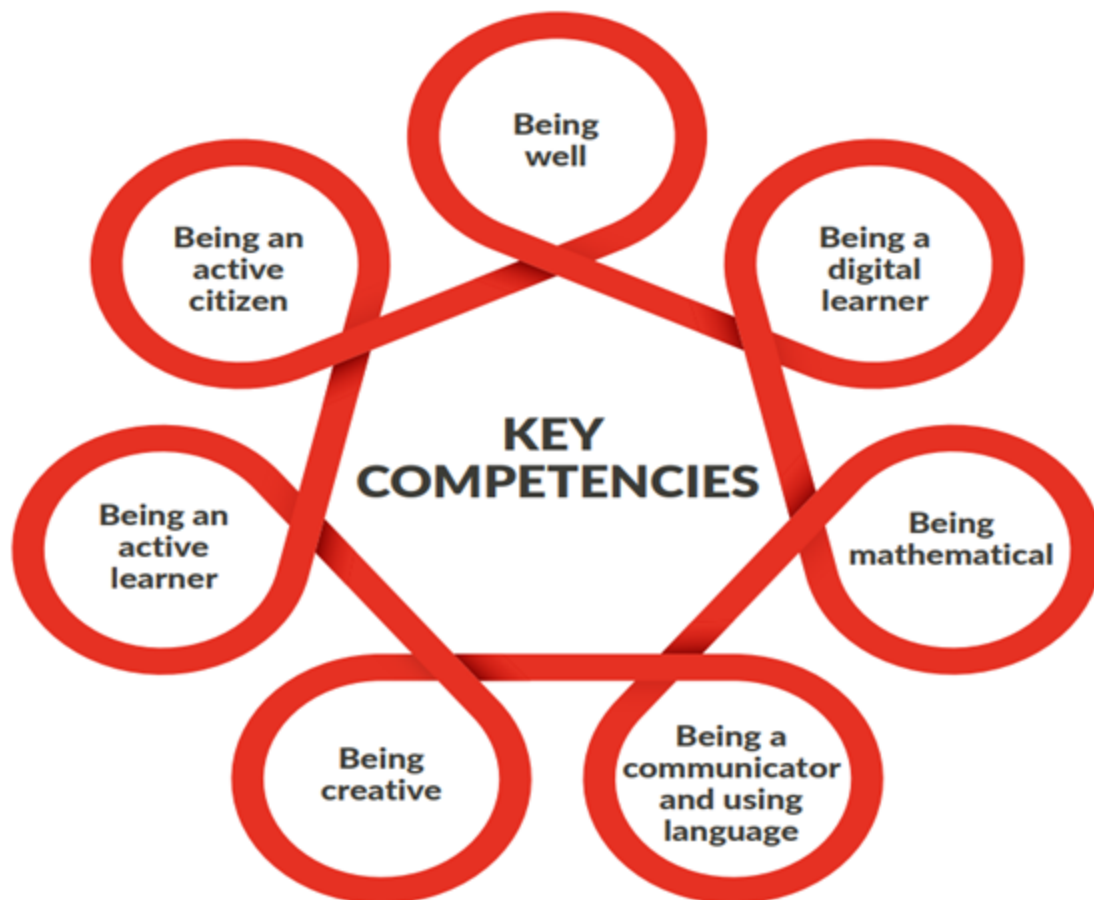
Вселенная наполнена миллиардами звездных систем. Эти космические образования, расположенные внутри галактик, состоят как минимум из одной звезды и всех объектов, которые вращаются вокруг нее, включая планеты, карликовые планеты, луны, астероиды, кометы и метеороиды. Звездная система, с которой мы наиболее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





Scenario Feedback

Key Competencies from the Primary Curriculum Framework





Session Three:

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

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Key Messages

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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**.

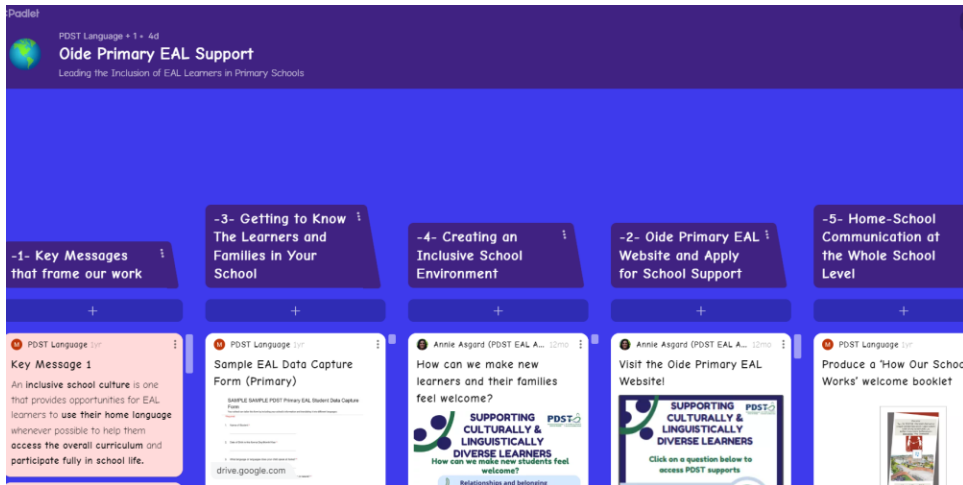
Collaboration between **all school staff** is essential for fostering **an inclusive learning environment** that supports EAL learners.

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

EAL supports for Schools



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Oide Primary EAL Padlet



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Digital Technology

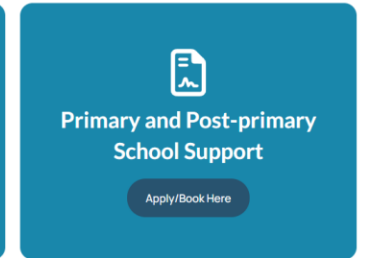
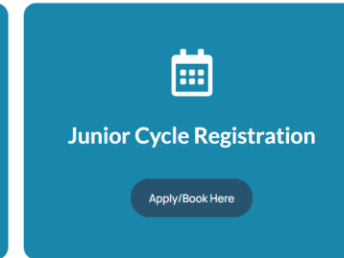
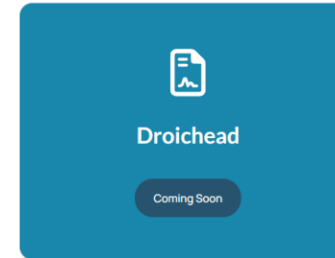
Droichead Induction

Primary

Post-Primary

Irish-medium Education

Leadership



Oide School Support for EAL

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Supports for Schools

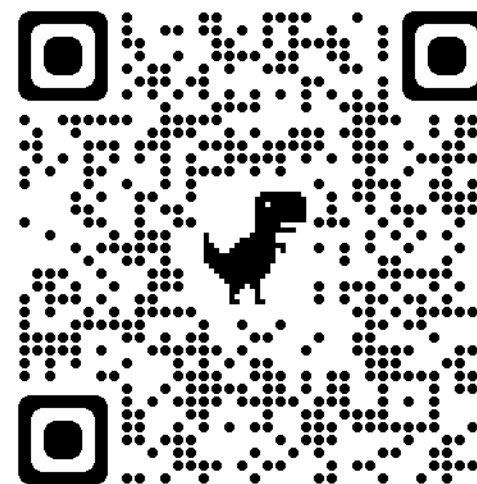
Information for schools – Ukraine

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: Інформація для родителів дітей в віці від 2 до 5 років щодо систем догляду та освіти в ранньому дитинстві \(ECCE\) і системи початкової школи в Ірландії](#)
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](#)





Reflection and Next Steps

Students don't
come to class with
EMPTY slates!

Valentina
Gonzalez
@ValentinaESL



How can we leverage their
funds of knowledge?



Evaluation

<https://tinyurl.com/EALOIDE>

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

