



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

Professional Learning Booklet 2023-2024



Contents



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)

Oide EAL Padlet



<https://tinyurl.com/oideealpadlet>

Key Messages

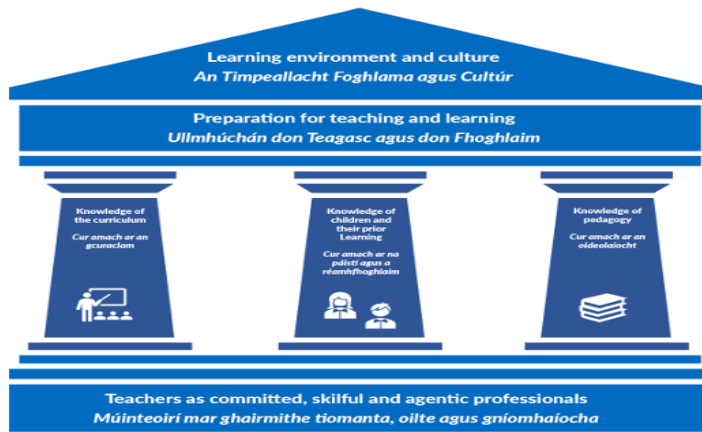
An inclusive school culture is one that provides opportunities for EAL learners to use their **home language** whenever possible to help them **access the overall curriculum** and participate fully in school life.

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

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

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

Guidance for Preparation for Teaching and Learning



<https://ncca.ie/en/primary/preparation/>

Session One

Knowledge of 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

Session One

Knowledge of Learner

Home Language, Culture and Identity

What resonates with you in the Jim Cummins' Video?

Case Studies



The infographic features five dark blue silhouettes of children standing in a row. Above each silhouette is a grey speech bubble containing a personal story. The children's names are printed below their respective bubbles. The stories describe their backgrounds, ages, and experiences in Ireland.

- Zofia:** "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."
- Anton:** "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."
- Zurab:** "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."
- Elena:** "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."
- Igor:** "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."

Supporting the Professional Learning of School Leaders and Teachers



Session One

Knowledge of Learner

<p><i>"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."</i></p> <p>Zofia</p> 	<p>More about Zofia</p> <p>Has an older brother in 4th Class who can read & write in Polish, English and as Gaeilge.</p> <p>Mixes some Polish words with English words when speaking to bilingual Polish/English speaking friends (code-switching) on the yard.</p> <p>Teachers have observed Zofia has some challenges with articulation of some words.</p> <p>Attends Polish school 2 times a week.</p> <p>Loves Barbie and cycling.</p>
<p><i>"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."</i></p> <p>Anton</p> 	<p>More about Anton</p> <p>Loves football and Pokemon</p> <p>Attends afterschool programme at school</p> <p>Lived in France for 2 years before moving to Ireland</p> <p>Is very shy and has not yet spoken in the mainstream class</p> <p>Has family friends who speak Bulgarian & English in other classes in the school</p>


Session One

Knowledge of Learner

<p><i>"I am a <u>9 year old</u> 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."</i></p> <p>Zurab</p> 	<p>More about Zurab</p> <p>Has moved four times since December 2022.</p> <p>There were protests outside the centre where he lived.</p> <p>Attends the Homework Club in the International Protection centre.</p> <p>Lived in a refugee camp in Sweden for 1 year prior to moving to Ireland.</p> <p>Excellent digital literacy, loves maths & SESE.</p>
<p><i>"I am a <u>7 year old</u> 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."</i></p> <p>Elena</p> 	<p>More about Elena</p> <p>Loves to draw, paint, and listen to stories.</p> <p>Excellent fine motor skills.</p> <p>Did not attend early years education.</p> <p>Lives in a large loving family.</p> <p>Excellent receptive oral language skills in English.</p> <p>Is comfortable with asking questions to seek meaning.</p>

Session One

Knowledge of Learner

 <p><i>"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."</i></p> <p>Igor</p>	<h3>More about Igor</h3> <p>Experienced direct effects of war from March 2022 – January 2023 (remote education only).</p> <p>Spent six months in Poland prior to moving to Ireland where he attended school from January-June 2023.</p> <p>Lives with a Ukrainian family who have been in Ireland for a year – 2 families in small home.</p> <p>Will attend online school remotely (based in Ukraine).</p> <p>Strong literacy/numeracy skills in Russian and Ukrainian and basic Polish.</p>
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- ### 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

Session One

Knowledge of Learner

Key Areas of Wellbeing Promotion- Relationships and Partnerships

Who might the EAL teacher need to develop relationships and partnerships in relation to your case study learner?

How can this be achieved?

Supporting Communication



See Panel 5 and 6 of Oide EAL Padlet

Notes:



Session Two

Knowledge of Pedagogy

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 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



Session Two

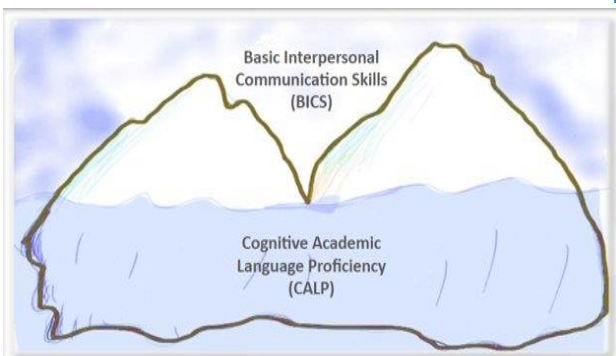
Knowledge of Pedagogy

Linguistic Repertoire Self Reflection

Languages in which I am literate at an academic level (Languages of Schooling)	Languages in which I am literate at a basic level	Languages in which I am fluent but not literate	Languages in which I can 'have a chat' about day-to-day things	Languages I can read but cannot speak	Languages in which I know a few words	Languages I used to know but I've forgotten (Language Attrition)

Cummins' Iceberg Theory of Language Development

Notes:



Session Two

Knowledge of Pedagogy

Models of Language Learning

EFL (English as a Foreign Language)	EAL (English as an Additional Language)	Plurilingualism
BICS: Day to day survival language only.	Scaffolding the language of the curriculum so all learners can participate.	Scaffolding the language of the curriculum so all learners can participate. Translanguaging approaches used.
Focus on the target language only.	Focus on language/s and the curriculum.	Focus on language/s and the curriculum.
Lack of exposure to target language outside the classroom.	Learners are fully immersed in target language.	Learners use all the languages in their linguistic repertoire.

Plurilingualism



See Panel 7 of Oide EAL Padlet for PPLI Primary Intercultural Guidelines

Notes:

Session Two

Knowledge of Pedagogy

Stages of Language Acquisition

	Preproduction	Early Production	Speech Emergence	Intermediate Fluency
Appropriate expectations	Nodding, Pointing or physically demonstrating	One or two-Word responses, making choices from given samples.	Phrases or short sentences (expect grammatical errors)	Longer sentences, fewer grammatical errors
Teacher questions or cues	<p>“Show me....?”</p> <p>“Which of these...?”</p>	<p>“Is it the _____one of the _____one?”</p> <p>Questions that can be answered in one or two words</p>	<p>“Did this happen at the beginning or at the end?”</p> <p>“What happened next?”</p> <p>“Where did you find the answer?”</p>	<p>“How did you ...?”</p> <p>“What was the character trying to do?”</p>

Adapted from Krashen & Terrell, 1983

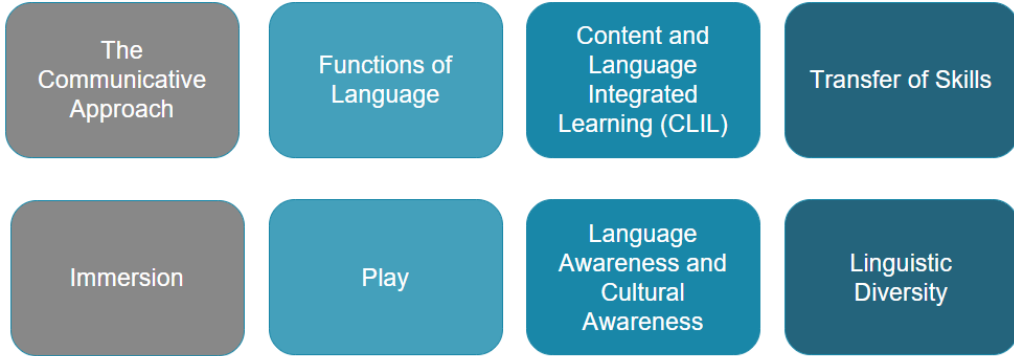
Factors that may Affect the Acquisition of Language/s of Schooling

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

Session Two

Knowledge of Pedagogy

Pedagogical Approaches



Primary Language Curriculum, Section 6

Notes:

Session Two

Knowledge of Pedagogy

Primary Language Curriculum Learning Outcomes Overview

	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scribhneoireacht
Communicating Cumarsáid	Engagement, listening and attention Rannpháirtíocht, éisteacht agus aird	Engagement Rannpháirtíocht	Engagement Rannpháirtíocht
	Motivation and choice Inspreagadh agus rogha	Motivation and choice Inspreagadh agus rogha	Motivation and choice Inspreagadh agus rogha
	Social conventions and awareness of others Gnásanna sóisialta agus feasacht ar dhaoine eile		
Undersanding Tuiscint	Sentence structure and grammar Struchtúr abairte agus gramadach	Conventions of print and sentence structure Gnásanna cló agus struchtúr abairte	Conventions of print and sentence structure Struchtúr abairte agus gnásanna cló
	Vocabulary Stór focal	Vocabulary Stór focal	Vocabulary Stór focal
	Demonstration of understanding Léiriú tuisceana	Phonics, word recognition and word study Fónaic, aithint focal agus staidéar ar fhocail Phonological and phonemic awareness Feasacht fhóineolaíoch agus fhóinéimeach	Spelling and word study Litriú agus staidéar ar fhocail
Exploring and using Fiosnú agus úsáid	Requests, questions and interactions Iarratais, ceisteanna agus idirghníomhuithe	Purpose, genre and voice Cuspóir, seánra agus guth	Purpose, genre and voice Cuspóir, seánra agus guth
	Categorisation Catagóiriú	Comprehension Tuiscint	Writing process and creating text Próiseas na scríbhneoireachta agus ag cruthú téacs
	Retelling and elaboration Athinsint agus mionléiriú	Response and author's intent Freagairt agus intinn an údair	Response and author's intent Freagairt agus intinn an údair
	Playful and creative use of language Teanga a úsáid go spráúil agus go cruthaitheach	Fluency and self-correction Líofacht agus féincheartú	Handwriting and presentation Peannaireacht agus cur i láthair
	Information giving, explanation and justification Eolas, míniú agus údar a thabhairt		
	Description, prediction and reflection Cur síos, tuar agus machnamh		

Session Two

Knowledge of Pedagogy

Language Development Learning Experiences

Binary Boards

Binary Boards can be used for all languages being taught in a school and can support oral language and writing. Learners can use them to make simple phrases with vocabulary cards (i.e., “I don’t like bananas, but I like apples.” “Rory likes apples but doesn’t like bananas.” This can support language awareness, grammar (plurals, tenses, pronouns, etc.)

PLC Learning Outcome/s that this activity could help to achieve:

Reflections on activity:

Session Two

Knowledge of Pedagogy

Language Development Learning Experiences

Colourful Semantics

Colourful Semantics is a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and its role in the sentence. It can help children to better understand word order.

PLC Learning Outcome/s that this activity could help to achieve:

Reflections on activity:



Session Two

Knowledge of Pedagogy

Dual Language Texts

Dual language texts acknowledge learners' home language and/or home language literacy as a scaffold and encourage comprehension of stories, poems and other genres. When learners are given dual language texts, they can gain an understanding of the key vocabulary, concepts and content of text and transfer that understanding from their home language to English.

PLC Learning Outcome/s that this activity could help to achieve:

Reflections on activity:

Session Two

Knowledge of Pedagogy

Vocabulary Development Activities

Using scaffolds like sentence stems, sentence frames, graphic organisers, etc, learners can develop their English vocabularies in context and attain an understanding of the structure, semantics, syntax, and grammar of English in context, rather than just learning vocabulary in isolation.

PLC Learning Outcome/s that this activity could help to achieve:

Reflections on activity:

Session Three

Knowledge of Curriculum

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

Continuum of Assessment

Assessment Type	Examples in EAL Context	Further Examples
<p>INTUITIVE ASSESSMENT</p> <p>Unplanned, unrecorded, and ongoing Children usually unaware they are being assessed</p> <p>Example posing appropriate questions to scaffold learning; being flexible and responsive to indications of children's misconceptions</p> <p>Occur naturally on an ongoing basis during learning experiences.</p> <p>Can be invisible, yet still be intentional.</p>	<p>Observing EAL learners engage with peers in social play.</p> <p>Initial development of a language and learning profile for EAL learner.</p> <p>Day-to-day responsive teaching and learning that considers EAL learners use of language structures and builds on their current knowledge of language and curriculum areas.</p>	

Session Three

Knowledge of Curriculum

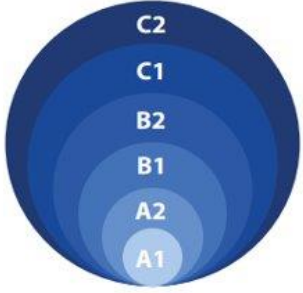

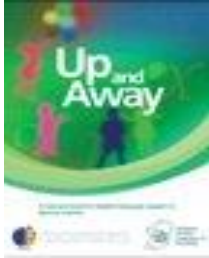
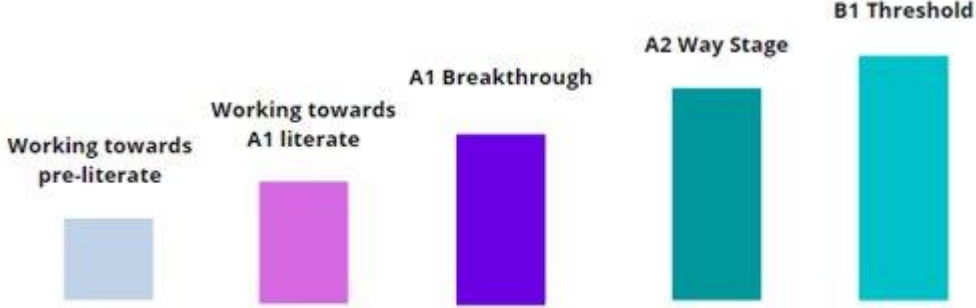
Continuum of Assessment

Assessment Type	Examples in EAL Context	Further Examples
<p>PLANNED INTERACTIONS More visible, may be recorded, and related to Learning Outcomes/competencies Children may or may not be aware they are being assessed</p> <p>Example asking children to construct concept maps to communicate their current understanding of a topic; conferencing with a child about a piece of work</p> <p>More explicit, planned.</p> <p>Follow on from Intuitive Assessment</p>	<p>Having conversations, questioning and seeking meaning</p> <p>Constructing concept maps</p> <p>Graphic Organisers (concept maps) about EAL learners' prior knowledge before a unit of work</p> <p>Writing conferencing</p>	

Assessment Type	Examples in EAL Context	Further Examples
<p>ASSESSMENT EVENTS Distinct, visible, recorded events Children are usually aware they are being assessed</p> <p>Example teacher designed tests/quizzes; externally constructed standardised assessments; diagnostic assessments</p> <p>Distinct events</p> <p>Almost always involve producing a record of the outcomes of the assessment</p> <p>Children are aware they are being assessed.</p>	<p>End of unit assessment</p> <p>Primary School Assessment Kit</p> <p>Standardised Testing</p> <p>Teachers can use different ways to document assessment information, such as notes, photographs, videos, and learning stories.</p>	

Session 3

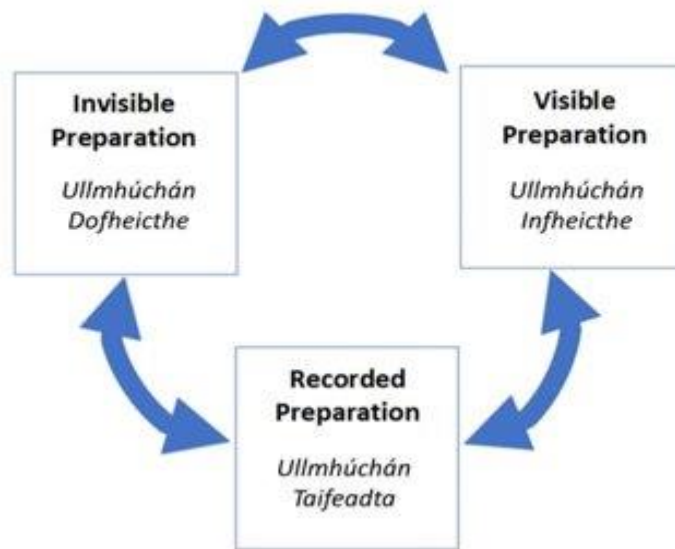
Knowledge of Curriculum

 <p>CEFR Language Proficiency</p>	<p>Notes:</p>
 <p>Primary School Assessment Kit (PSAK)</p>	<p>Notes:</p>
 <p>13 themes based on CEFR</p>	<p>Notes:</p>
 <p>Working towards pre-literate Working towards A1 literate A1 Breakthrough A2 Way Stage B1 Threshold</p>	

Session 3

Knowledge of Curriculum

Guidance for Preparation for Teaching and Learning

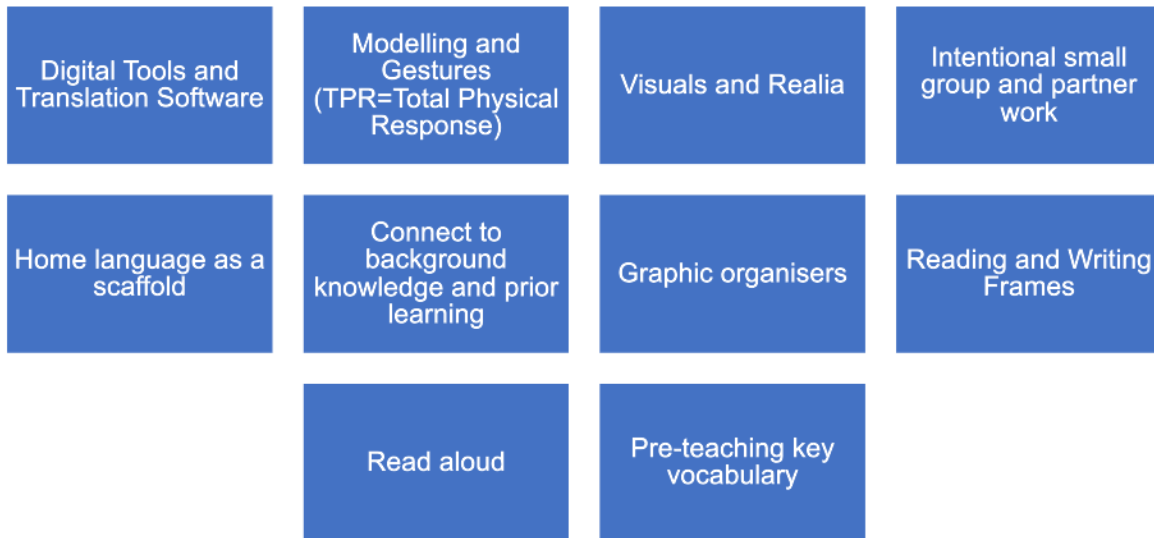


Preparation	Considerations for EAL Learner
Invisible	
Visible	
Recorded	

Session 3

Knowledge of Curriculum

Scaffolding Strategies for EAL Learners



See panel 10 of EAL Padlet

Session 3

Knowledge of Curriculum

Scaffolding EAL Learners

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?	



See Panel 18 of EAL Padlet for Moises Immersion Video

Session 3

Knowledge of Curriculum

Scenario

Unit of Work in SESE

Subject: Geography

Strand: Natural Environments

Strand Unit: Planet Earth and Space

Class: 5th

Geography Content Objectives of Lessons:

recognise that the Earth, its moon, the sun, other planets, and their satellites are separate bodies and are parts of the solar system.

Primary Language Curriculum Learning Outcome:

Motivation and Choice: Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences. (Solar System Project)

Geographical Skills:

Analysing: sort, group and/or classify data on natural phenomena using a range of appropriate criteria

Recording and Communicating: record and communicate a project on the Solar System

Activities:

Criteria for successfully communicating information in project form is discussed with whole class. Purpose, Audience, Text, and images are discussed with class.

Children create KWL chart in groups on solar system.

Children work in groups to create project on solar system.

Session 3

Knowledge of Curriculum

Scenario

Assessment

WALT: Chose and use appropriate content about the solar system and convey it effectively in project format using text and images

WILF: Solar system project that clearly communicates the properties of the planets and their relative distances from each other and the sun.

Olena

Age:11

Class: 5th

Nationality: Ukrainian

Linguistic Repertoire:

Languages	Oral Language Development	Academic Language Development	Language/s of Schooling
Russian	Home Language	At or above expected age/stage level	Primary language of schooling
Ukrainian	Home Language	limited	Second language of schooling in school in Ukraine is Ukrainian
Polish	A1	-	Attended school in Poland for 3 months (April 2023-June 2023)
English	A1	-	English as a Foreign Language (EFL) for 2 years in school Ukraine in 3 rd and 4 th class (BICS only)

Session 3

Knowledge of Curriculum

Scenario

Family context: She arrived in Ireland with her older brother and mother in July 2023. Her father remained in Ukraine. Her family lost their family pet and Olena misses her father and grandparents very much. Her family home was occupied during the war and her mother has shared that Olena has been quite sad about the separation of her family. Her family are eager to reunite when it is safe for them to return.

Hobbies, interests, favourite subjects: Excels at mathematics and the arts. She plays the piano, studies ballet and paints. Her family would describe her as creative, shy, and kind. Olena loves to read and watch films in Russian.

Disposition: She can at times be shy and needs encouragement to participate in the mainstream class but will engage in oral work in small groups.

Home language education: She has continued with Ukrainian school online in the mornings for one hour and in the afternoons for two hours when she arrives home from school. There are two other Ukrainian students in Olena's class who have been in Ireland and attending the school.

Available Supports: The school has other Ukrainian students who have attended since May 2022. There is a SET/EAL teacher who can support Olena and other EAL learners in the school.

They both live in the same accommodation centre as Olena, and their parents are friendly. Olena travels to and from school by taxi each day from the accommodation centre with them. There is a Russian/English speaking parent who supports the Ukrainians in the centre who can support the communication between home and school. The school has the use of tablets for Digital Tools and broadband connection.

Session 3

Knowledge of Curriculum

Scenario

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

Consider:

How can Olena access this unit of work?

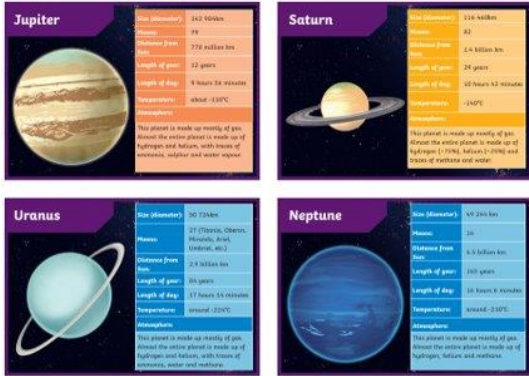
What language learning opportunities are there?

What types of activities might she engage in?

Session 3

Knowledge of Curriculum

Sample Sentence Frames



_____ is _____ er than _____.

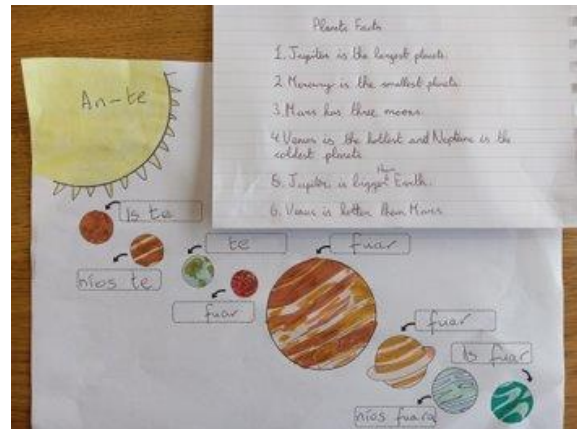
_____ is the _____ est planet.

_____ is a planet

Using the Translanguaging Approach

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.



Session 3

Knowledge of Curriculum

Scaffolding EAL Learners

What Key Competencies from the Primary Curriculum Framework might Olena be developing during this unit of work?



Reflection and Next Steps....

Students don't come to class with EMPTY slates!

Valentina Gonzalez @ValentinaESL

First Language Traditions
Life Experiences
Beliefs
Culture
Background Knowledge

How can we leverage their funds of knowledge?

The graphic features a central blue-bordered box containing the text 'First Language Traditions', 'Life Experiences', 'Beliefs', 'Culture', and 'Background Knowledge'. It includes icons of a globe, a heart, and a plant. The text 'Students don't come to class with EMPTY slates!' is written to the left, and 'How can we leverage their funds of knowledge?' is written below the box.

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