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Scoile agus Múinteoirí

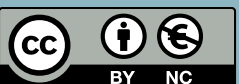
Supporting the Professional
Learning of School Leaders
and Teachers

Supporting the Inclusion of EAL Learners in Primary Schools

A Two-Part Online Professional Learning Experience

SESSION ONE

2026 - 2027

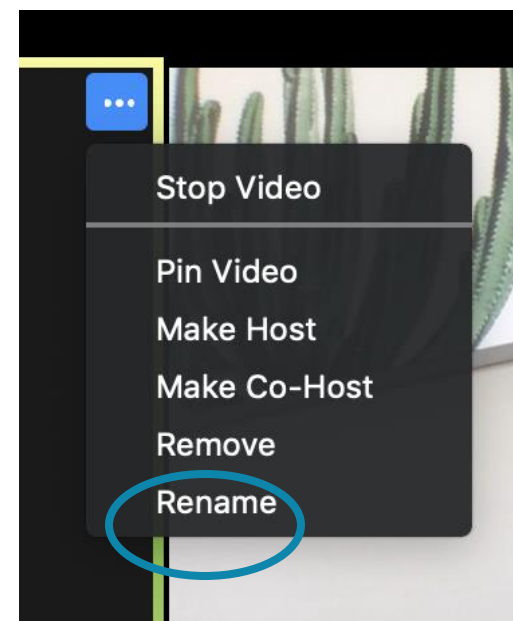


Learning

- Audio
- Video
- Raise hand
- Chat function
- Time keeping
- Confidentiality



Rename on Screen



First and Last name

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Supports



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- Go to www.oide.ie > Primary> Inclusive Education> EAL> Professional Learning Materials to view this PowerPoint Presentation
- Go to www.oide.ie > Primary> Inclusive Education > EAL > Resources to view the Padlet for EAL



Introductions



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SAY HELLO

**in any language you
know**



Please use the chat box to introduce yourself.

Two-Part Professional Learning Experience



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Session One

**EAL Learners in Context
and
EAL Pedagogies**

Session Two

**Learning, Teaching and
Assessment for EAL
Learners**



EAL Learners in Context

- Build awareness of EAL Learners in our schools and the need for a strengths or assets-based approach
- Explore ways to support EAL learners and their families to feel welcome
- Identify some translation tools to support communication with families



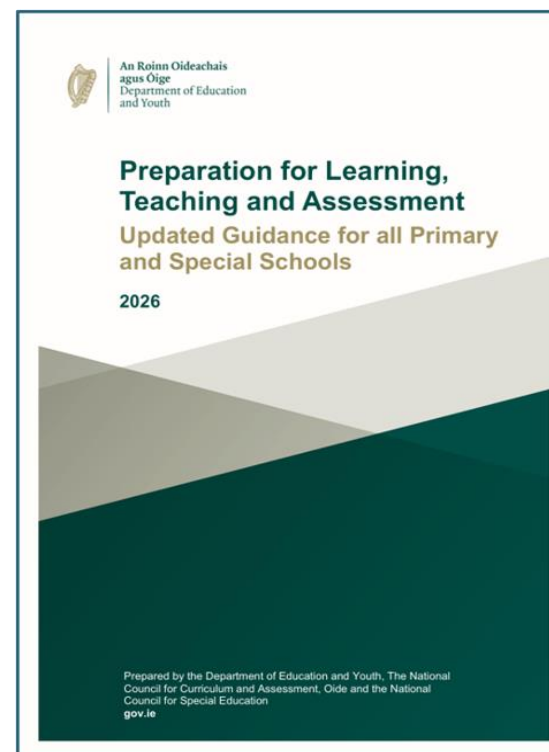
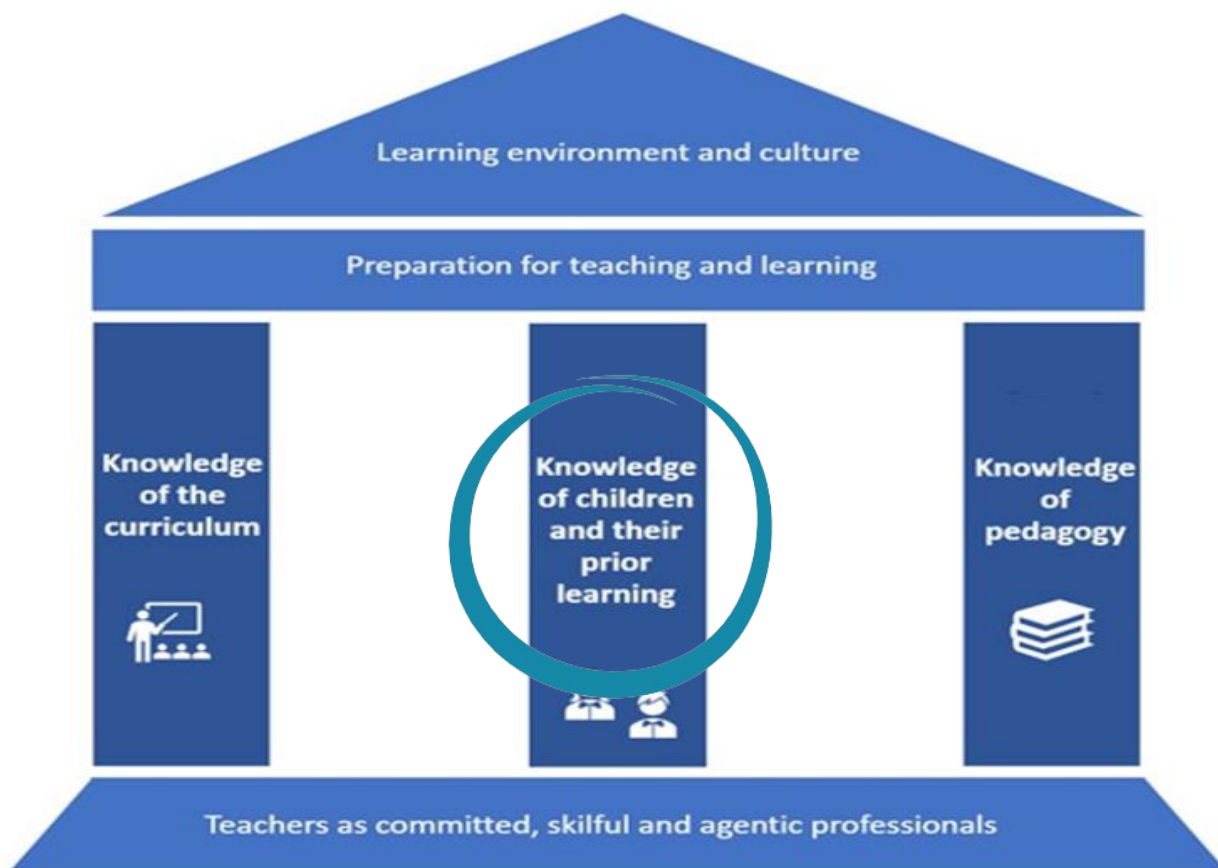
EAL Pedagogies

- Build awareness of BICS and CALP
- Explore how language develops for a language learner
- Explore Plurilingual Repertoire in the context of Primary Schools



Knowledge of the EAL Learner

Preparation for Learning, Teaching and Assessment





Key Messages

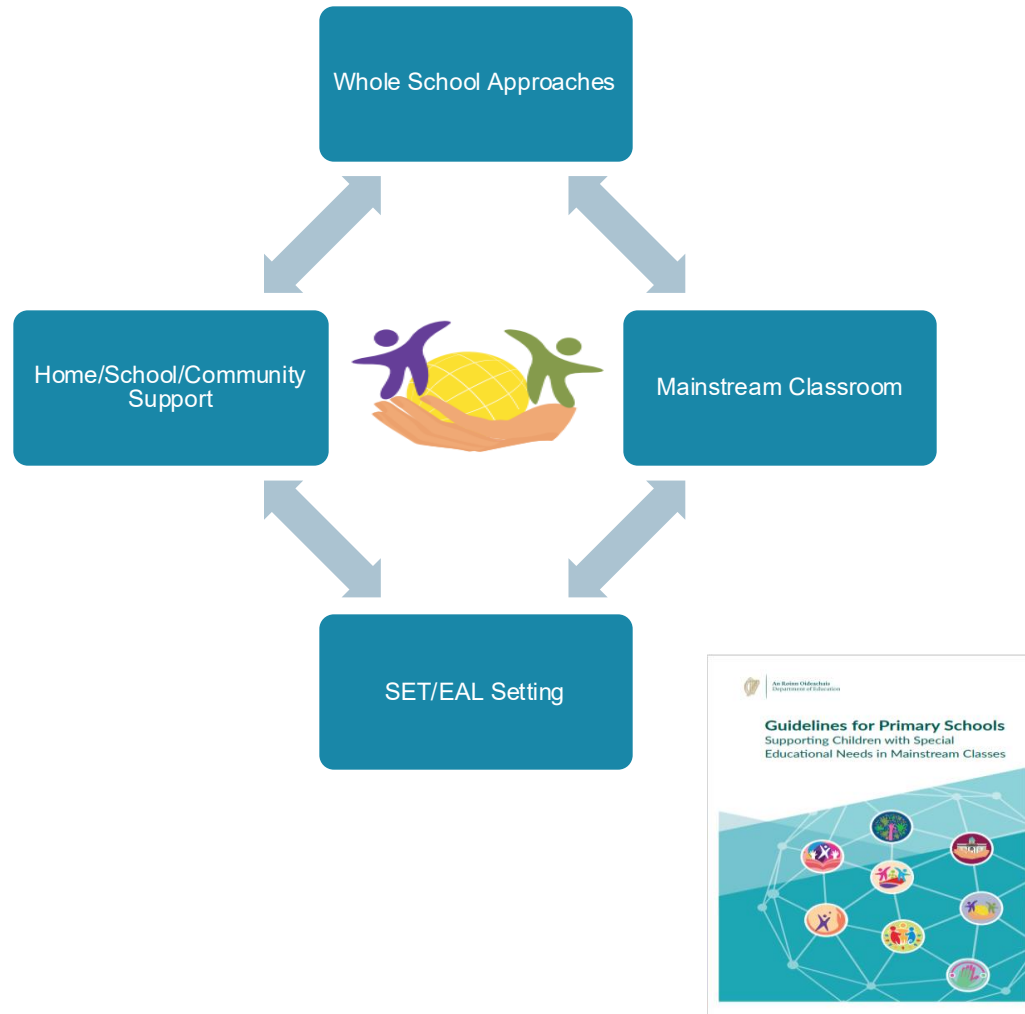
The **Language Specification** reflects the **linguistic and cultural diversity** visible in Primary schools and supports all learners in the development of their **plurilingual repertoire across all languages**.

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**.

Supporting EAL Learners Supports **All** Learners



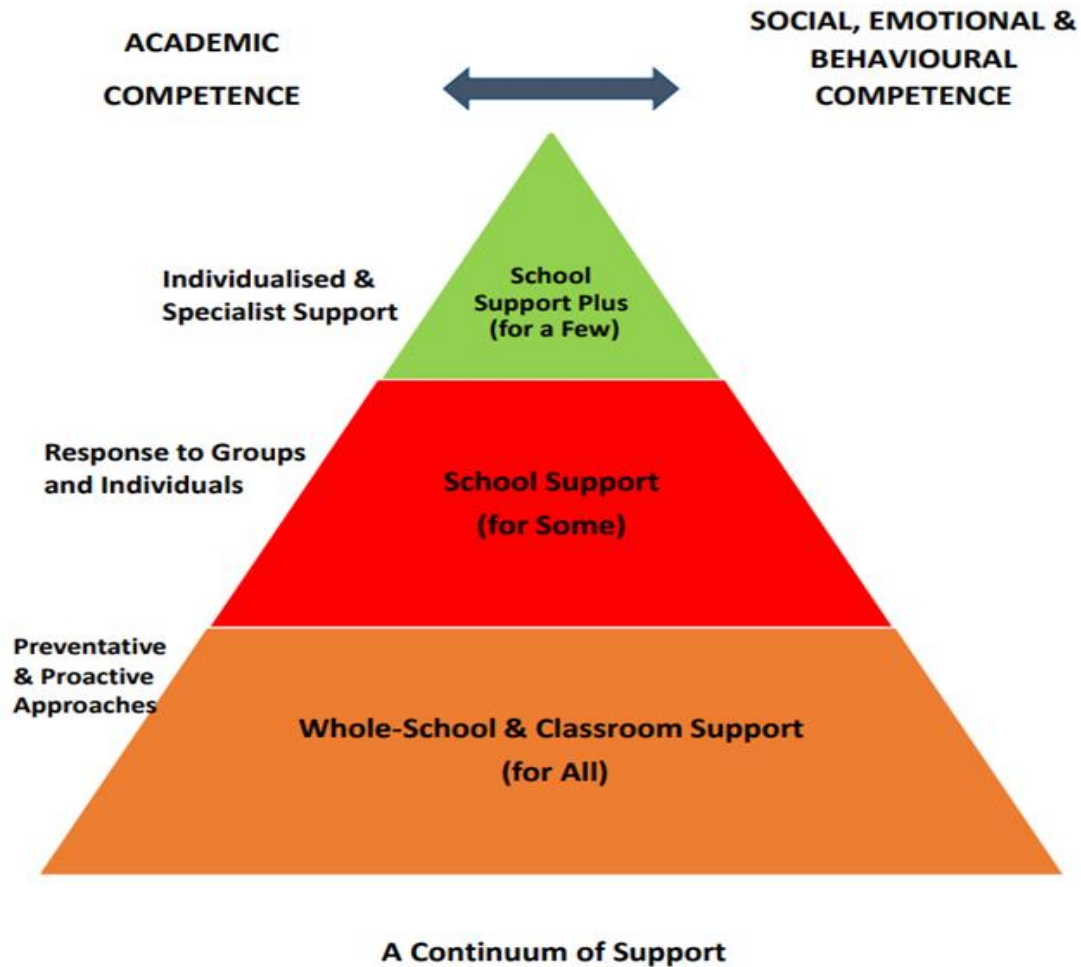
'Inclusion is the responsibility of the whole school community with a shared understanding of the need for all to experience belonging and connectedness, and a sense of being valued members of that community. An inclusive school culture ensures that, to the greatest extent possible, learners can be present, participate, achieve and be supported in mainstream education settings.'

(Guidelines for Primary Schools 2024, p.8)

Continuum of Support and EAL learners

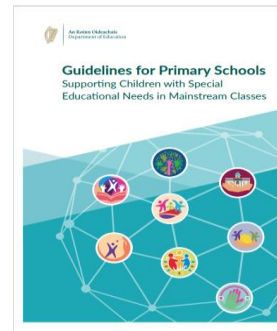


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'Schools use the Continuum of Support framework to identify learning needs, plan, implement and review intervention for all children.'

'This is consistent with a unified and coordinated approach to planning.'



(Guidelines for Primary Schools 2024 p.17)



Knowledge of the EAL Learner and their Prior Learning

Using Inclusive Language



Knowledge of the EAL Learner



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Examples

"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



Inclusion of EAL learners



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In what ways
are we
supporting EAL
learners ?

I want
to feel
safe

I want
to feel
like I
belong

I want to form
relationships
with my
classmates and
teachers



I want my
unique
strengths and
talents to be
noticed

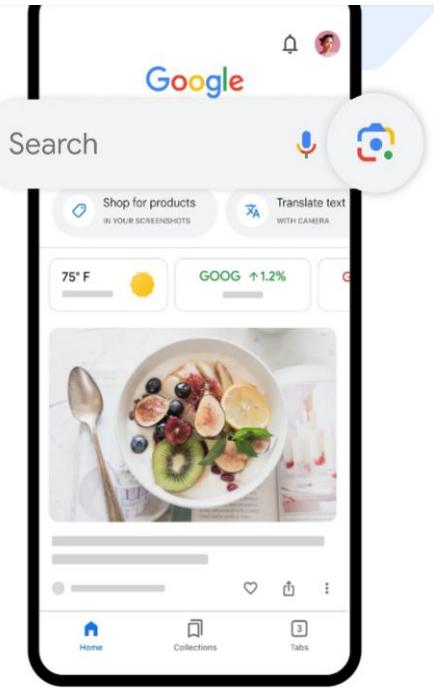
I want to
succeed

Supporting EAL Learners & Families



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- Tour of School
- School Enrolment Forms and EAL data capture form
- School Website
- Welcome booklets/Welcome letter
- Dept of Education information
- Social Media
- Daily school communications
- Multilingual meetings

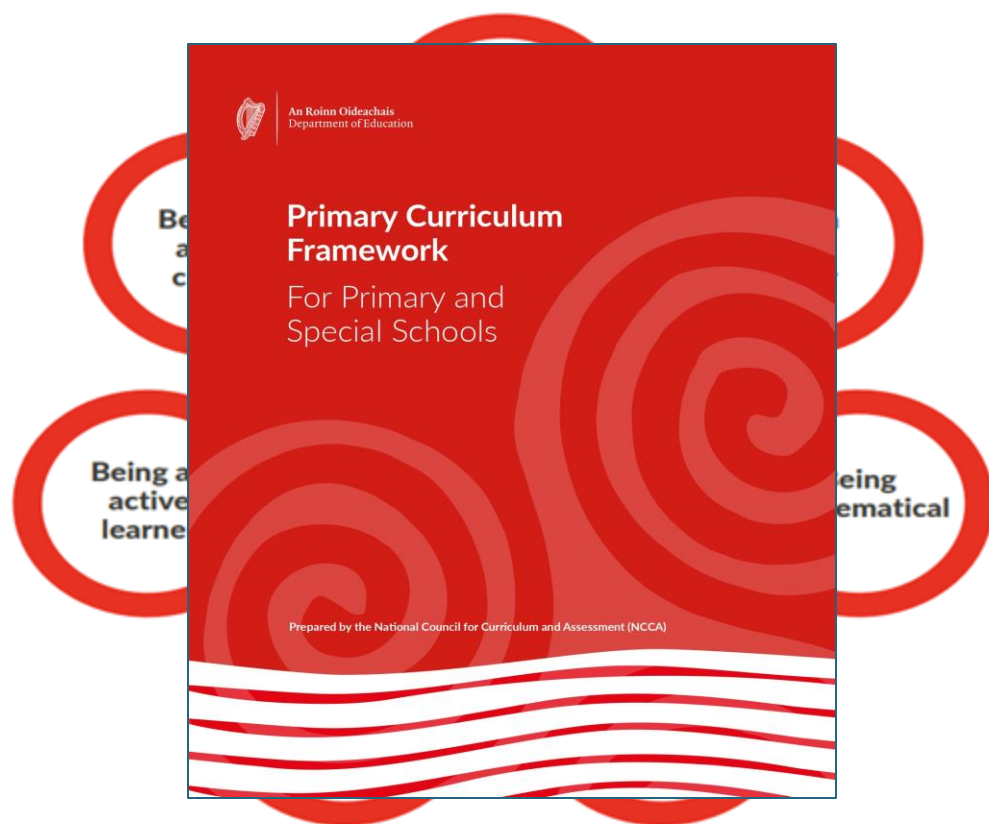


**Oide Primary EAL Padlet
Panels 3 - 6**



Knowledge of the EAL Learner

Key Competencies from the Primary Curriculum Framework



What
competencies are
related to the EAL
learner?

A Strengths Based or Assets Based Approach



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

Donald Clifton



Supporting Inclusion



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Good morning
teacher.

with the teacher

Can you help
me....?



I have a pain in
my ...

Could you say that
more slowly please?

Can I play?



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Supporting the Professional
Learning of School Leaders
and Teachers



Support Materials: Insights series

Department of Education and Youth

Nurturing English as an Additional Language – Primary Schools



Nurturing English as an Additional Language – Parents



Padlet Panel 18: Teacher Professional Learning

Break



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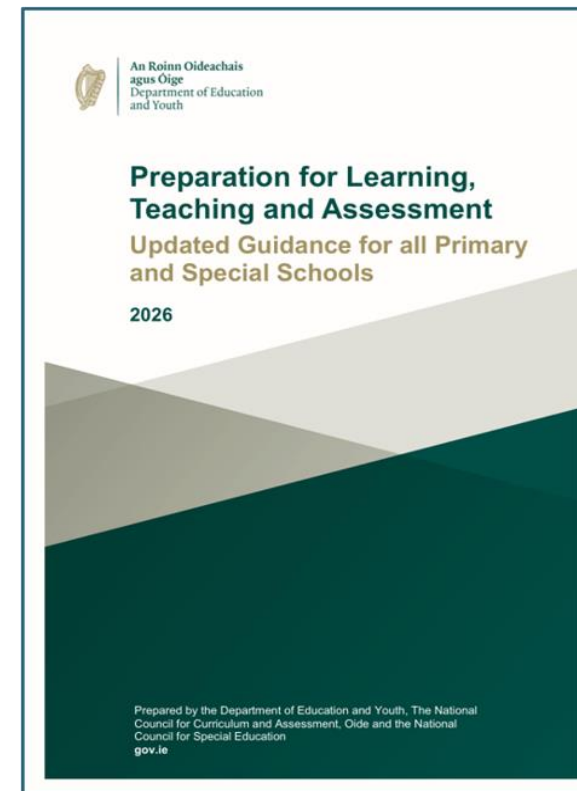
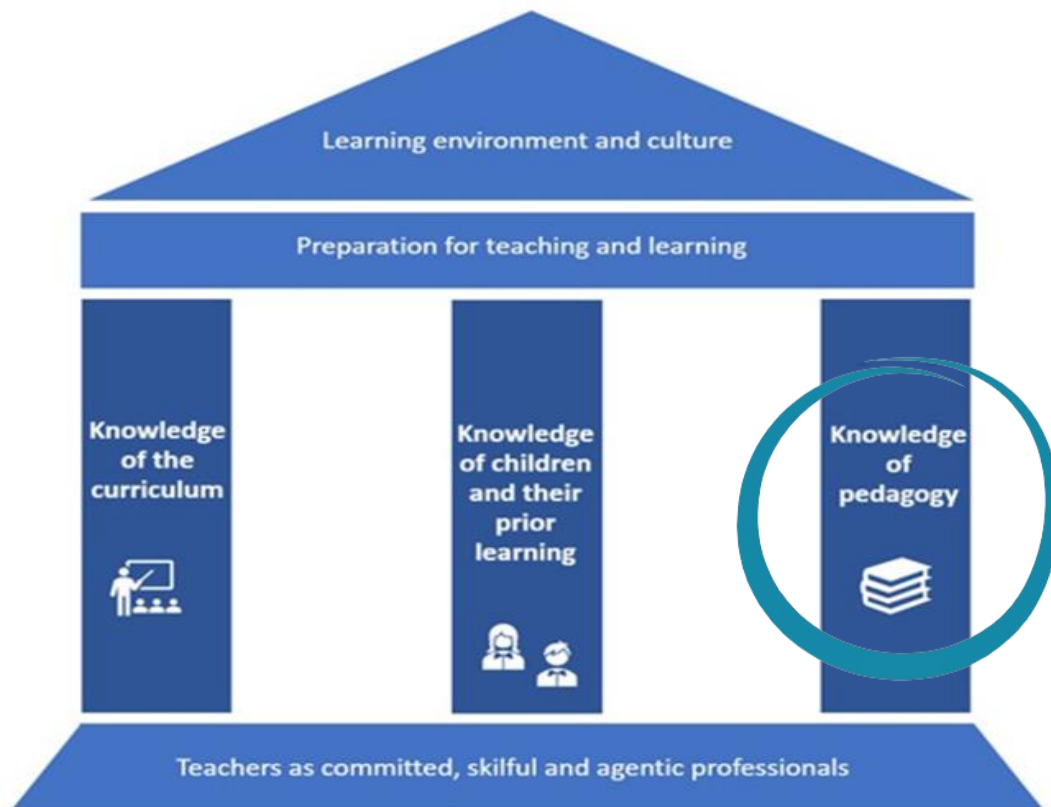


Knowledge of Pedagogy



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Preparation for Learning, Teaching and Assessment



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Session One Learning Outcomes



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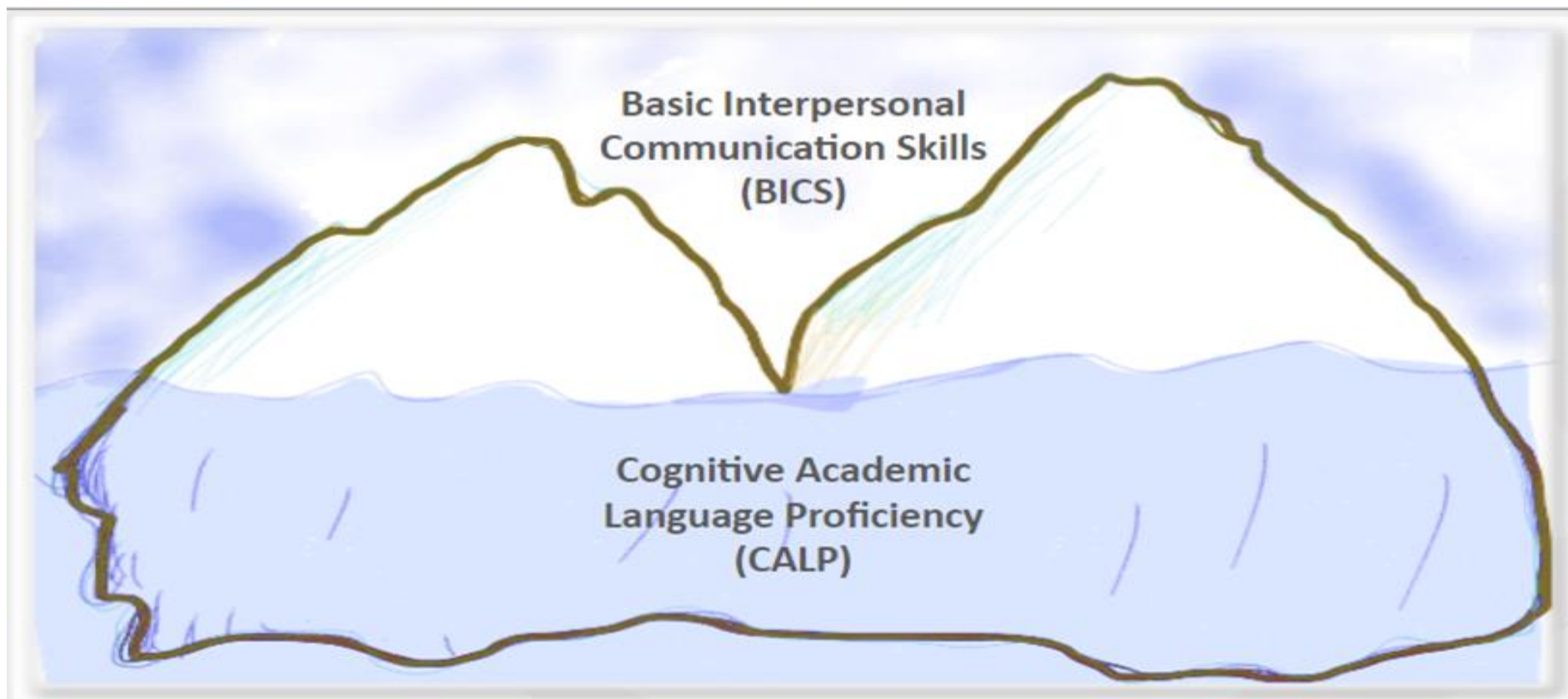
EAL Pedagogies

- Build awareness of BICS and CALP
- Explore how language develops for a language learner
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Knowledge of Pedagogy

Iceberg Model of Language Development





Knowledge of Pedagogy

Second or Additional Language Acquisition

- Pre-Production (Silent Period) – Stages of fluency
- BICS up to 2 years
- CALP 5 – 7 years

It can take a long time to learn a language!!





What to Expect During the Stages of Second or Additional Language Acquisition

- Children may engage in a “**silent phase.**”
- Children may **code-switch.**
- Children may use **supports/scaffolding** to communicate needs and wants.
- **Promote the use of home languages** whilst acquiring additional languages.



Knowledge of Pedagogy



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Prof. Jim Cummins: Catching Up with a Moving Target





Knowledge of Pedagogy

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).



Knowledge of Pedagogy

Role of the EAL/SET 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**.

Knowledge of Pedagogy

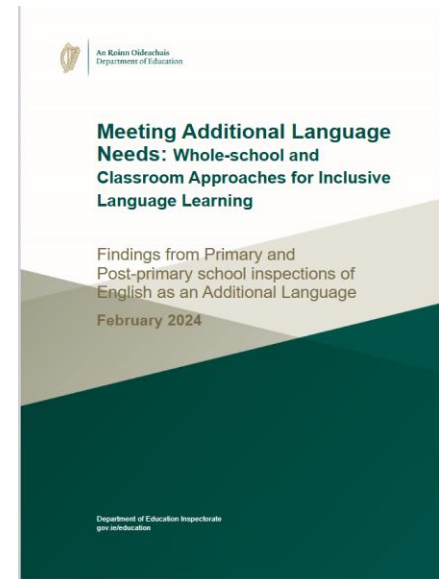


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Home Language

‘Effective practice for children and young people learning EAL requires schools to **acknowledge and foster their home languages**. By using **and maintaining the home language**, children and young people can **better access and understand academic content** appropriate to their age and stage of development in the second language. Maintaining the home language also serves to **recognise and support the child’s identity and sense of self**, which are important contributors to **overall wellbeing**.’

(DEY, 2024, p.18)

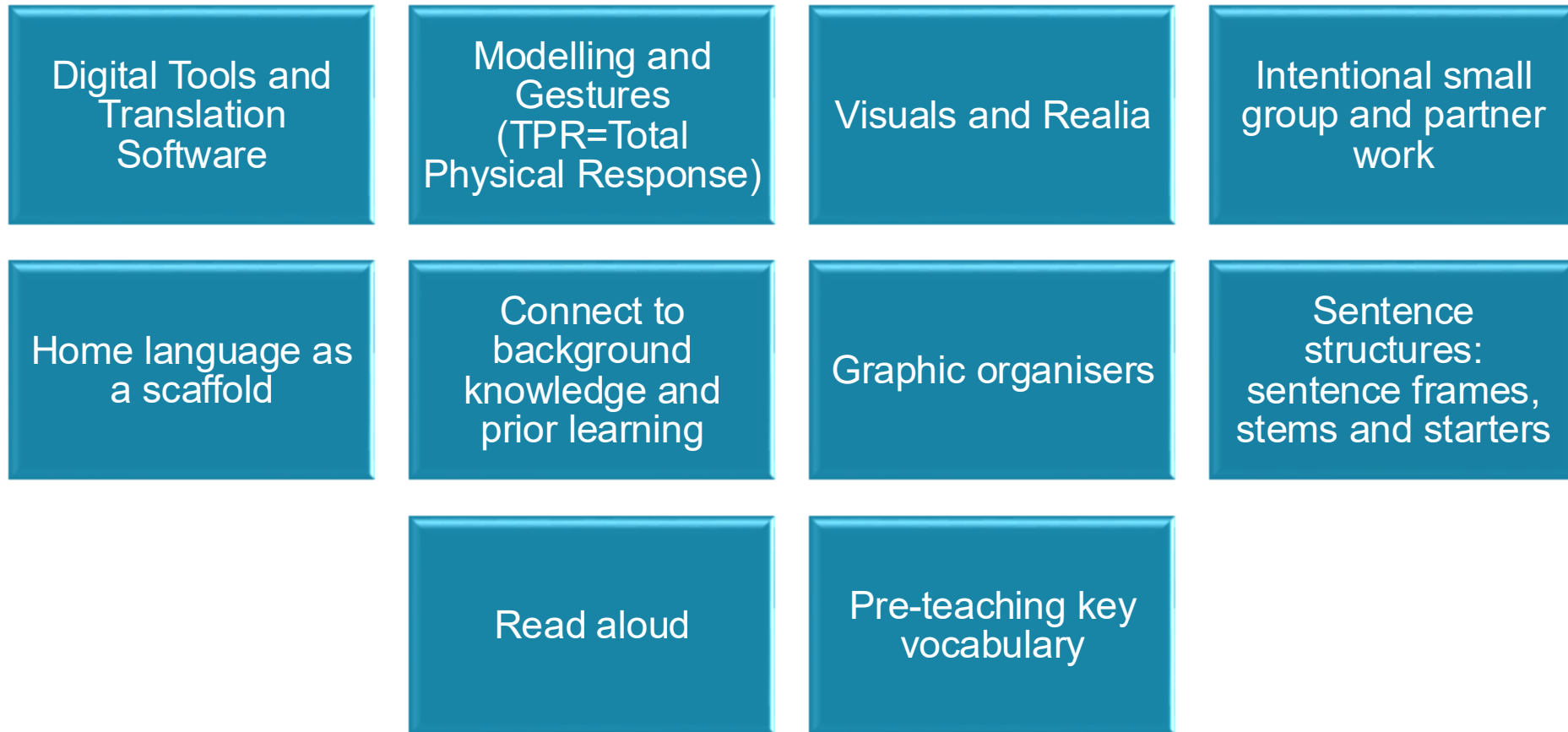


Knowledge of Pedagogy



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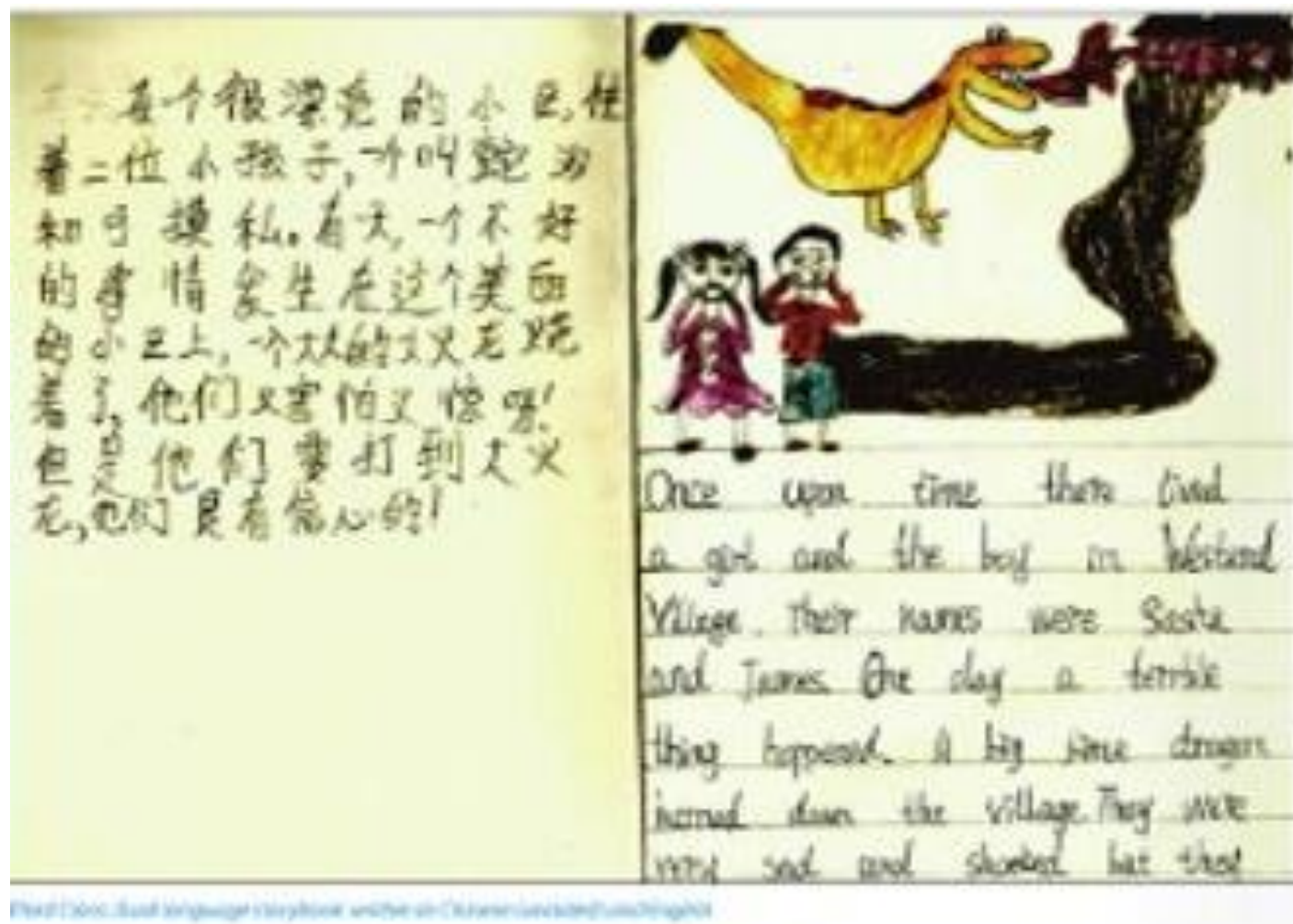
Scaffolding Strategies



(Gonzalez, 2019, Scaffolding for English Learners)



Plurilingual Approach to Writing



*‘When you bring in
the home languages
the lights come on’*

Dr. Déirdre Kirwan

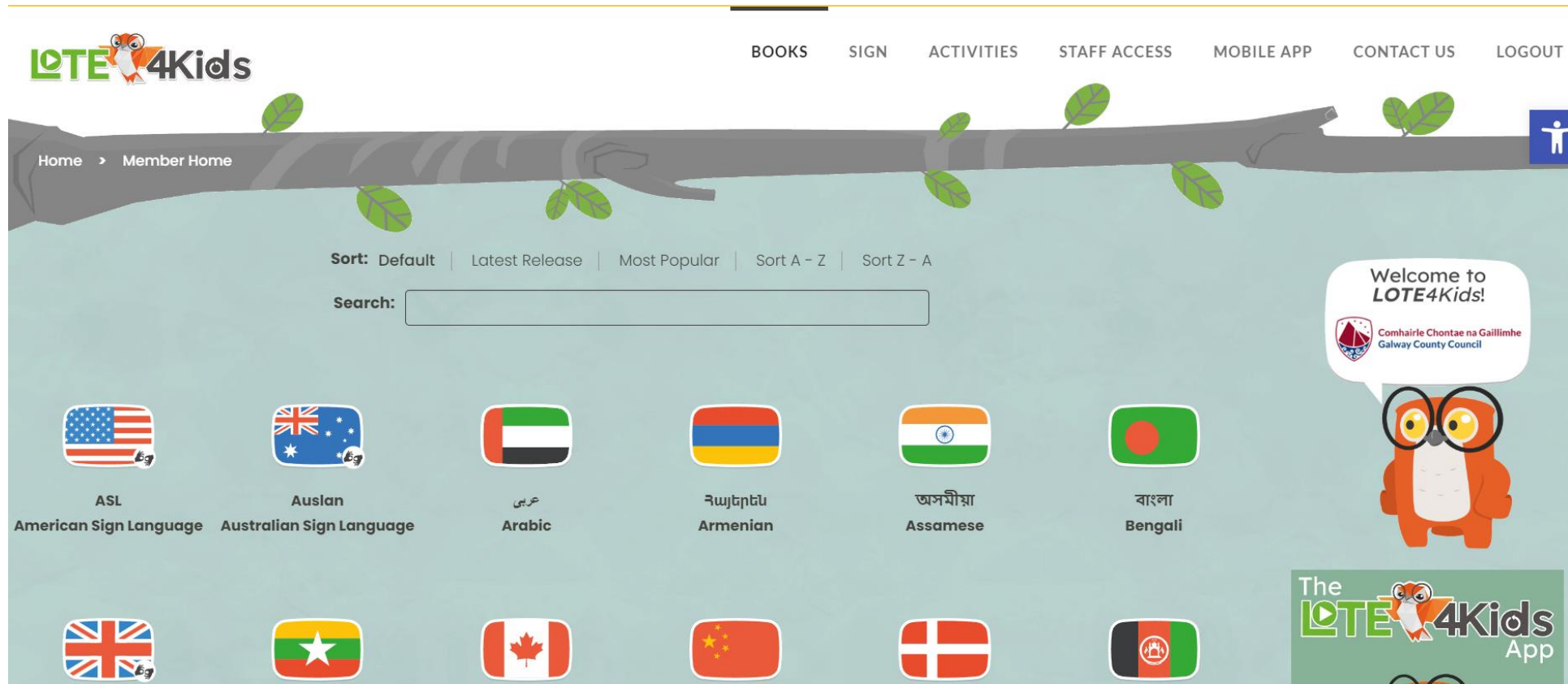
(Little and Kirwan, 2024, p.17)

Lote4Kids Dual Language Stories

(FREE with Library Card)



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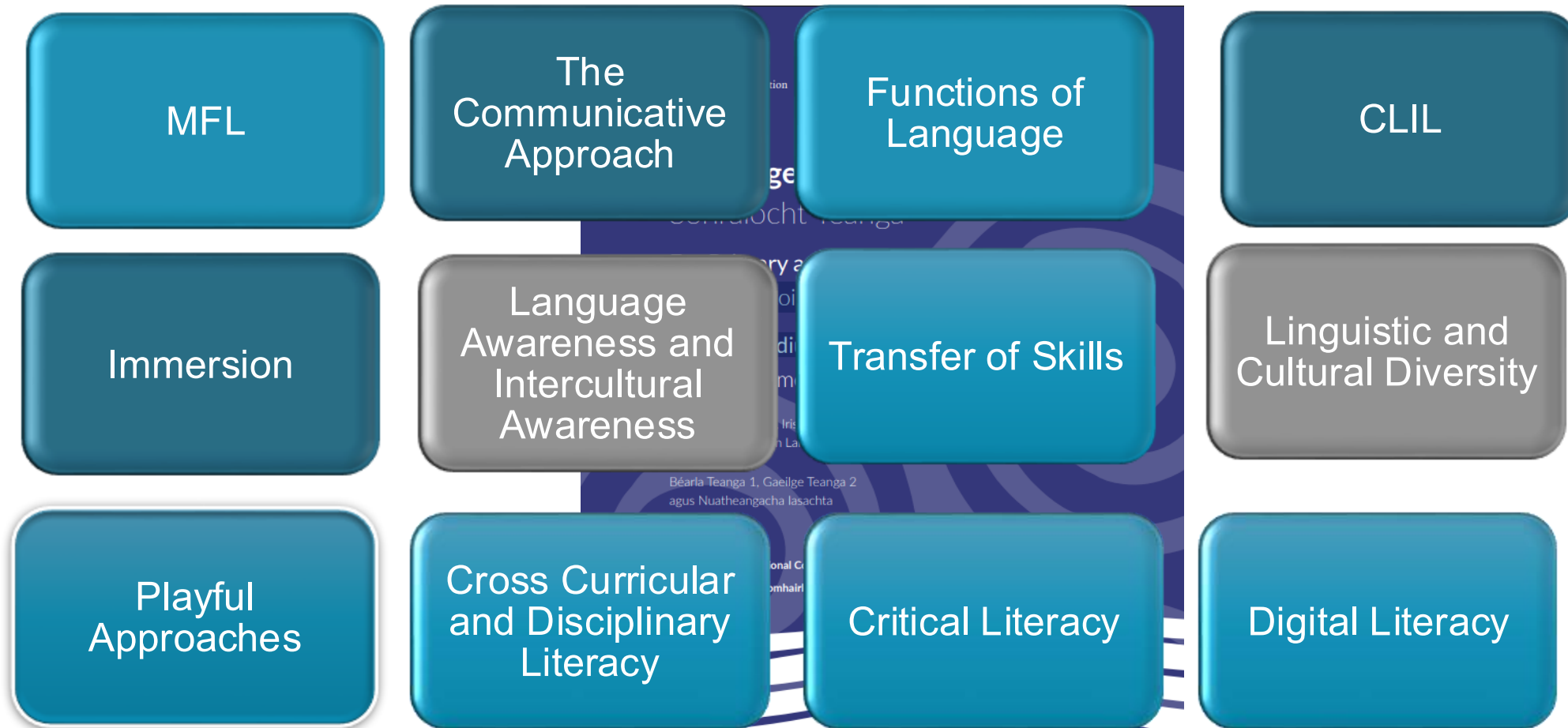
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and Teachers

Knowledge of Pedagogy



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The Language Curriculum in Practice





**What is your key
learning today?**

End of Session One



Oide



Date:

Time: 3.30pm



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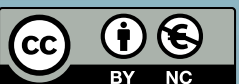
Supporting the Professional
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Supporting the Inclusion of EAL Learners in Primary Schools

Two Part Online Professional Learning Experience

SESSION TWO

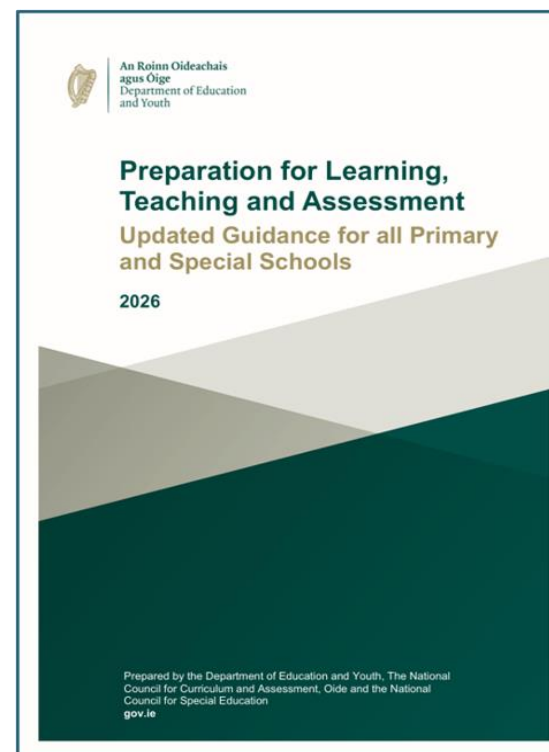
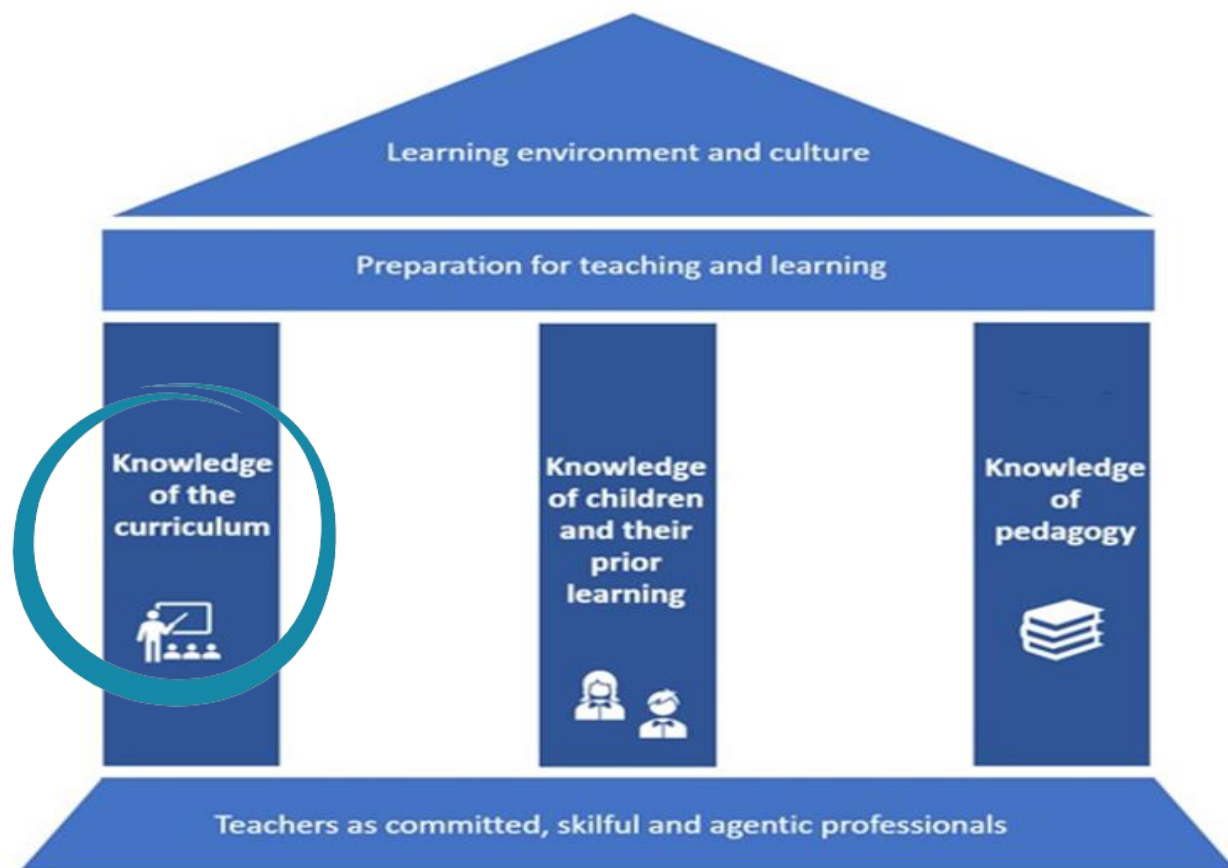
2026-2027





Knowledge of the EAL Learner

Preparation for Learning, Teaching and Assessment



Expectations for Online Professional



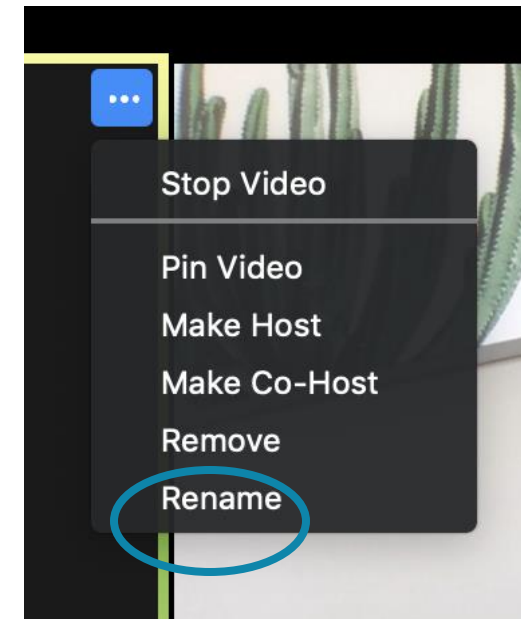
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Learning

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Session 2 Learning Outcomes



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Learning, Teaching, & Assessment for EAL Learners

- explore learning, teaching and assessment strategies to support EAL learners.
- be aware of the supports available through Oide for the Inclusion of EAL learners for whole school, classroom and SET/EAL contexts.



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**.

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**.

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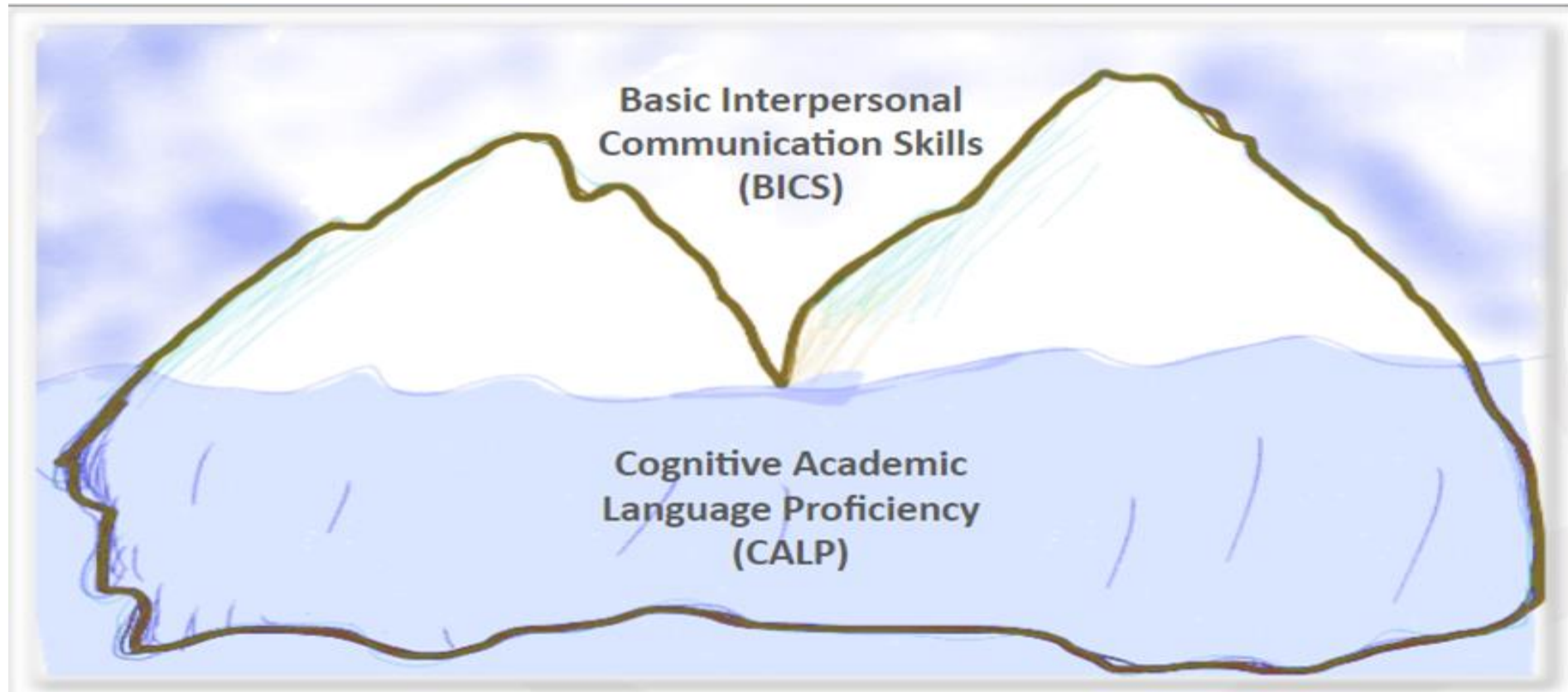
An **inclusive school culture** is one that provides opportunities for EAL learners to **use their home language** to help them **access the overall curriculum** and **participate fully in school life**.

Knowledge of Pedagogy



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Iceberg Model of Language Development



Professor Jim Cummins

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Supporting the Professional
Learning of School Leaders
and Teachers

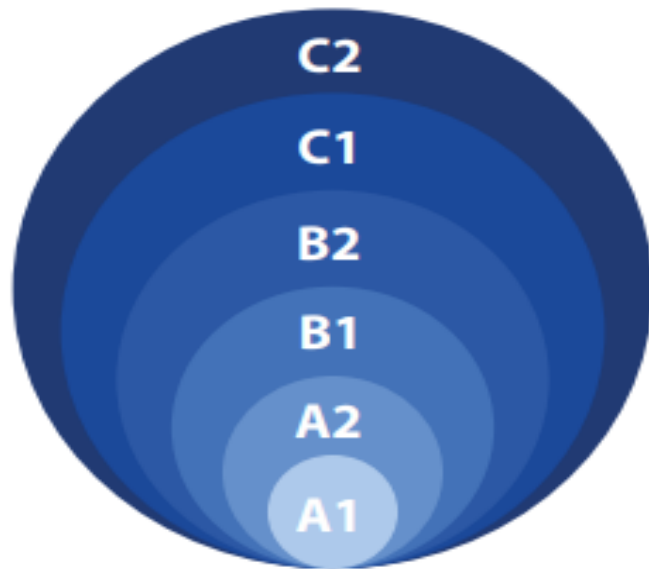
Knowledge of the Curriculum



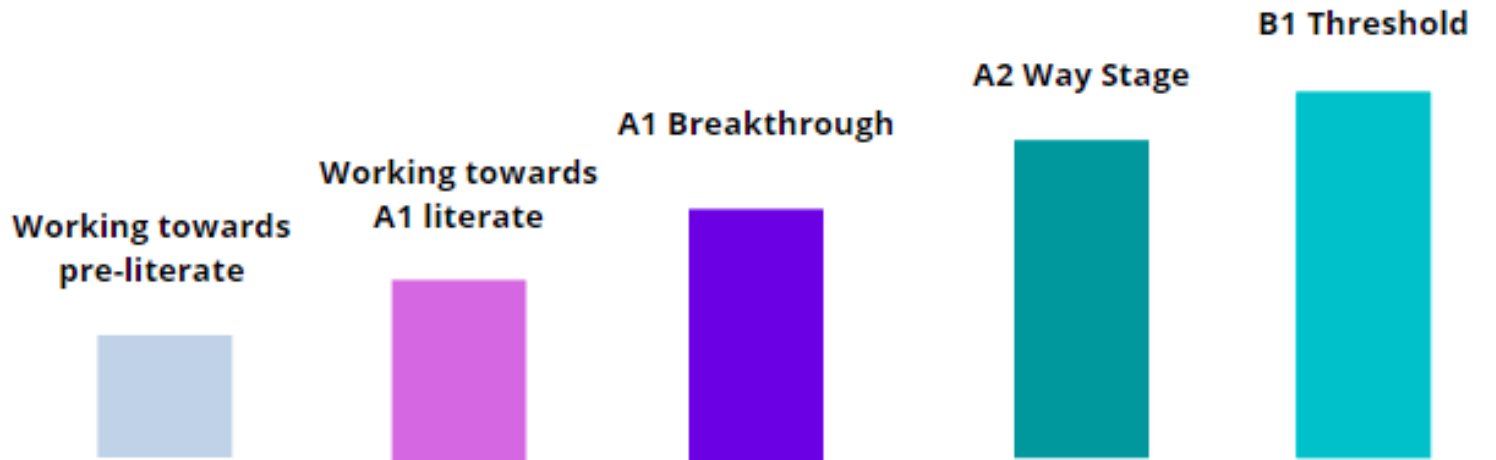
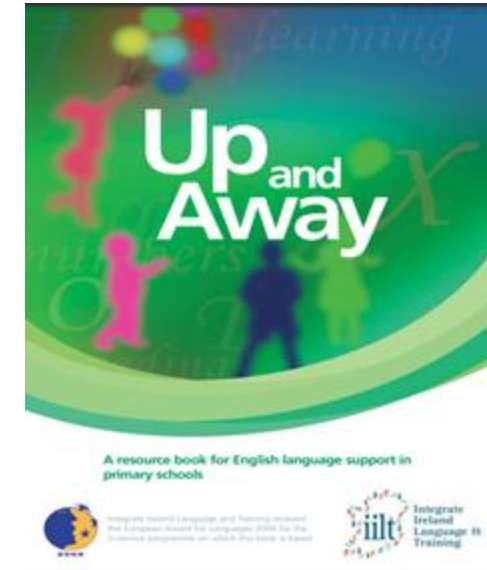
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Assessing Language Proficiency

**CEFR Language Proficiency Levels:
Common European Framework for
References of Languages**



13 Themes based
on CEFR Levels



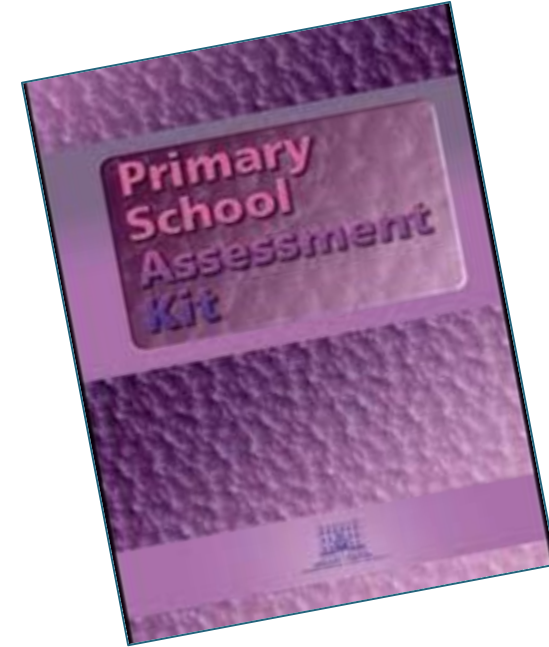
Knowledge of the Curriculum



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Assessing Language Proficiency

- There are three sets of assessments of the Primary School Assessment Kit (PSAK)
 - SET 1 (Placement)
 - SET 2
 - SET 3
- Assessments are carried out for each of the four skills; listening, speaking, reading, and writing. Junior and Senior Infants are only assessed in Listening and Speaking.
- The PSAK is the tool teachers use to assess Language Proficiency in Irish Primary Schools.



Knowledge of the Curriculum



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Primary School Assessment Kit Administration

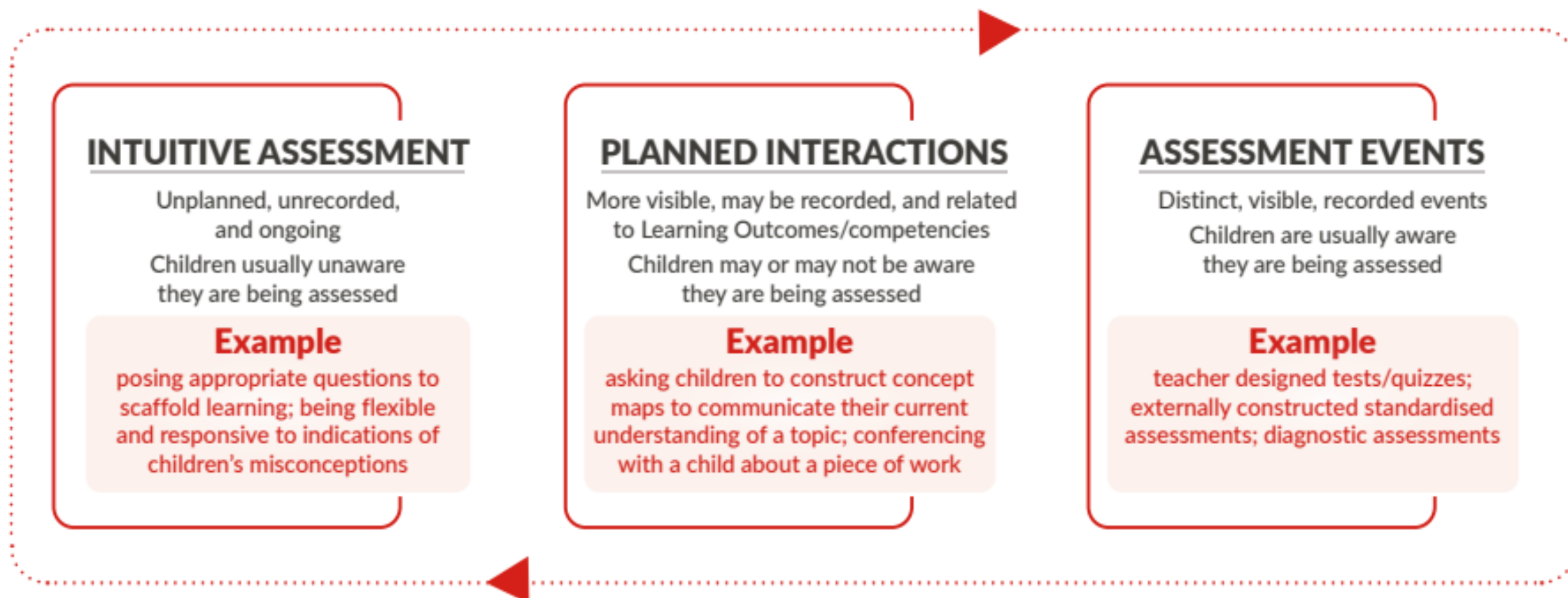
- PSAK SET 1 (Placement) Test for new entrants should be administered three to four weeks after the EAL learner has arrived in the country.
- There are no specific timeframes for the administration of the remaining sets (SET 2 and SET 3) of the PSAK.* Teachers are best placed to decide where to begin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

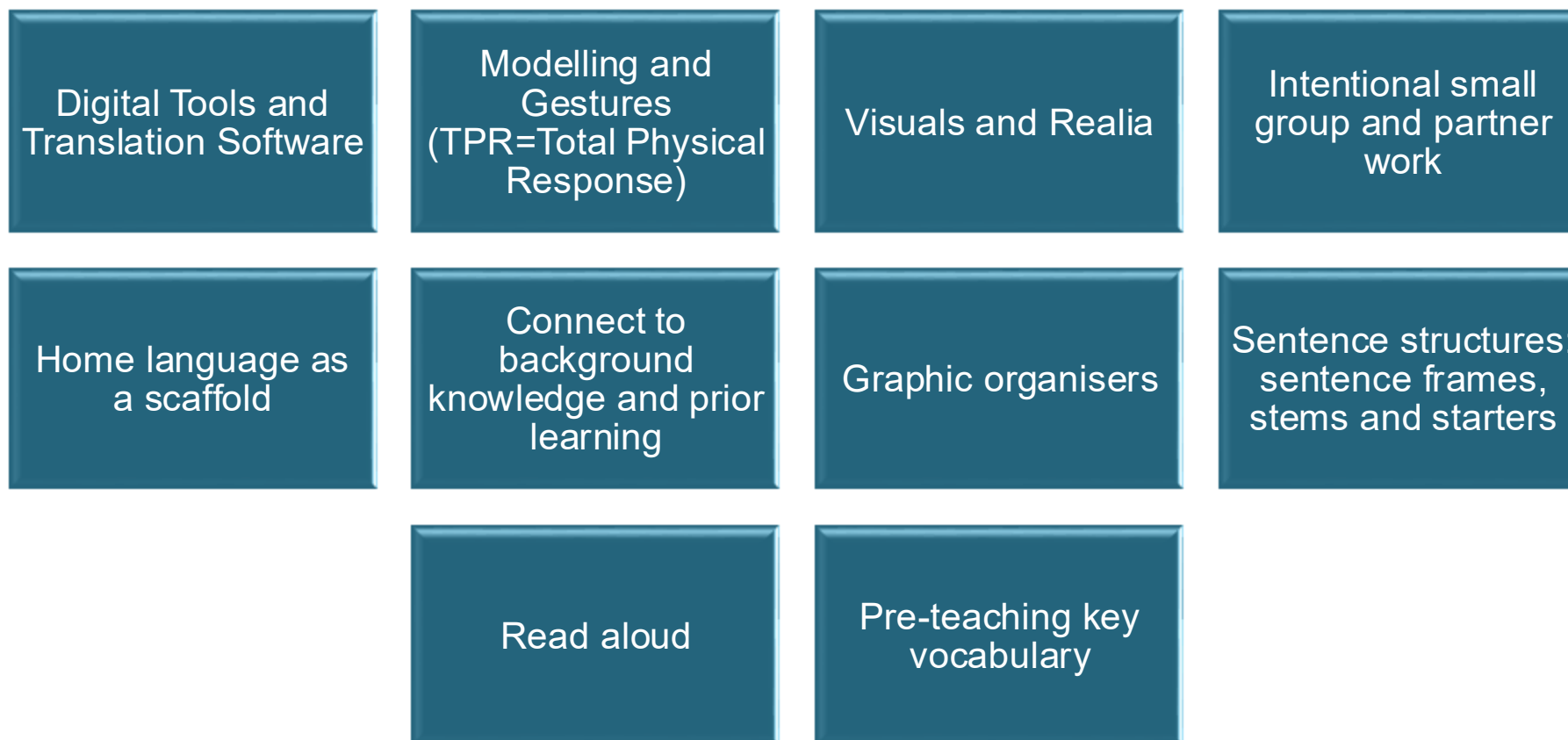
Continuum of Assessment





Knowledge of the Curriculum

Use Scaffolding Strategies



(Gonzalez, 2019, Scaffolding for English Learners)



What scaffolding strategies are working well for you?



Go to Breakout Room (7min)
and return to share
ONE example
of good practice in relation to
the Scaffolding Strategies

Break



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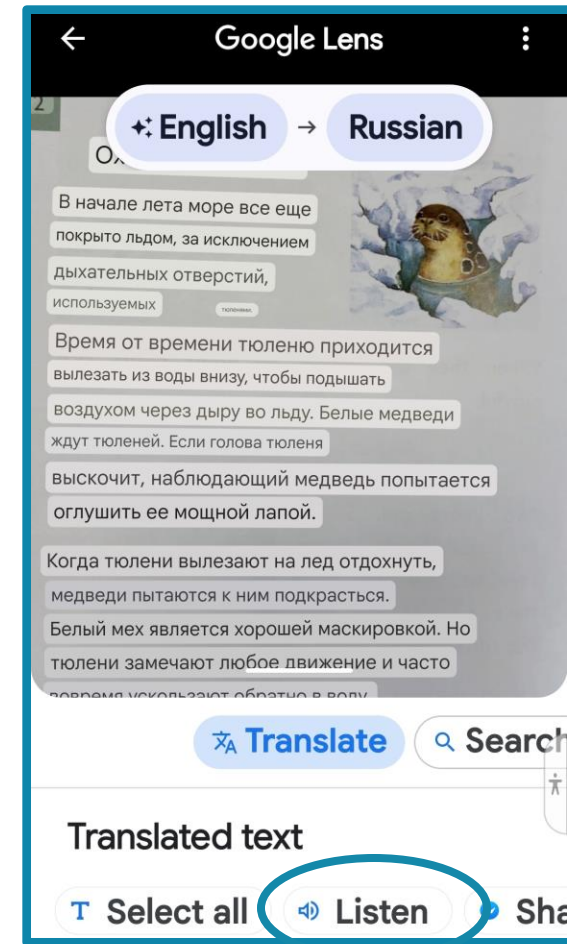
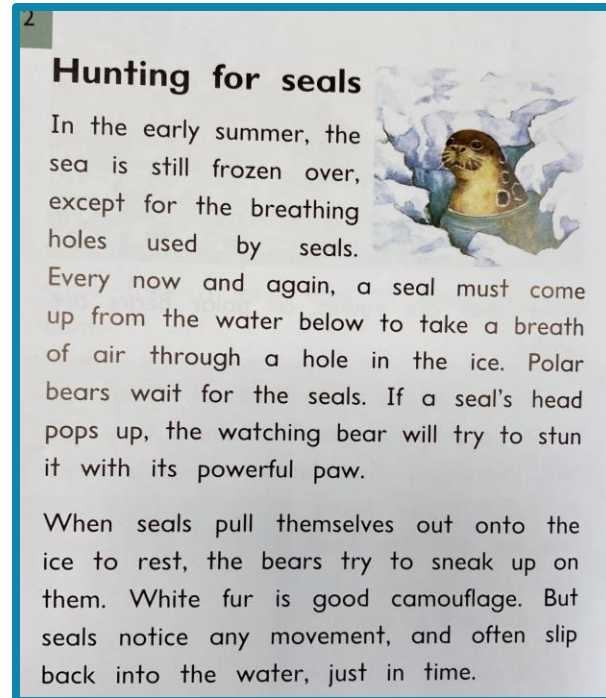
Accessing the Curriculum



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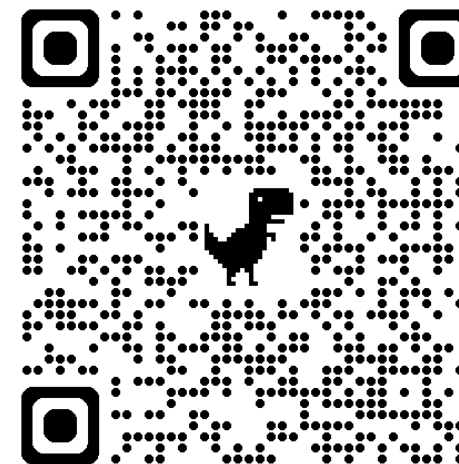


Google Lens





Using Book Creator to Support Multilingual Learners



Teaching Vocabulary



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**Pre-teach
Vocabulary**

**Provide
Visuals**

**Graphic
Organiser**

**Word
Association**

**Teach Words
in Context**

**Personal
Bilingual
Glossary**

**Examples/
Non-Examples**

Morphology

**Commitment
to use**

Frayer Model of Vocabulary - Shark

<u>My Definition (in my own language or words)</u>	<u>Facts/Characteristics</u> -Sharks have no bones -Cold-blooded -Good eyesight
<u>Examples / Non-Examples</u> -Baby sharks / Octopus -Hammerhead / Dolphin	<u>My word in a sentence</u> The whale shark is the biggest shark in the world. <u>Sentence Frame</u> A _____ is bigger than a _____.





Pre-teaching Key Vocabulary

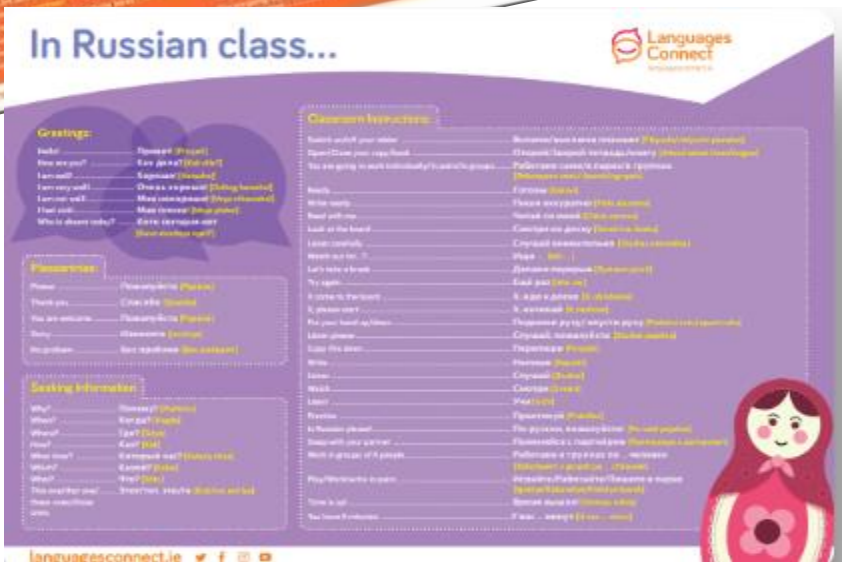


A	B	C	D
English	Arabic	French	Irish
blue	أزرق	bleu	gorm
red	أحمر	rouge	dearg
yellow	أصفر	jaune	buí
green	أخضر	vert	glas
orange	البرتقالي	orange	Oráiste

Bilingual Language Mats

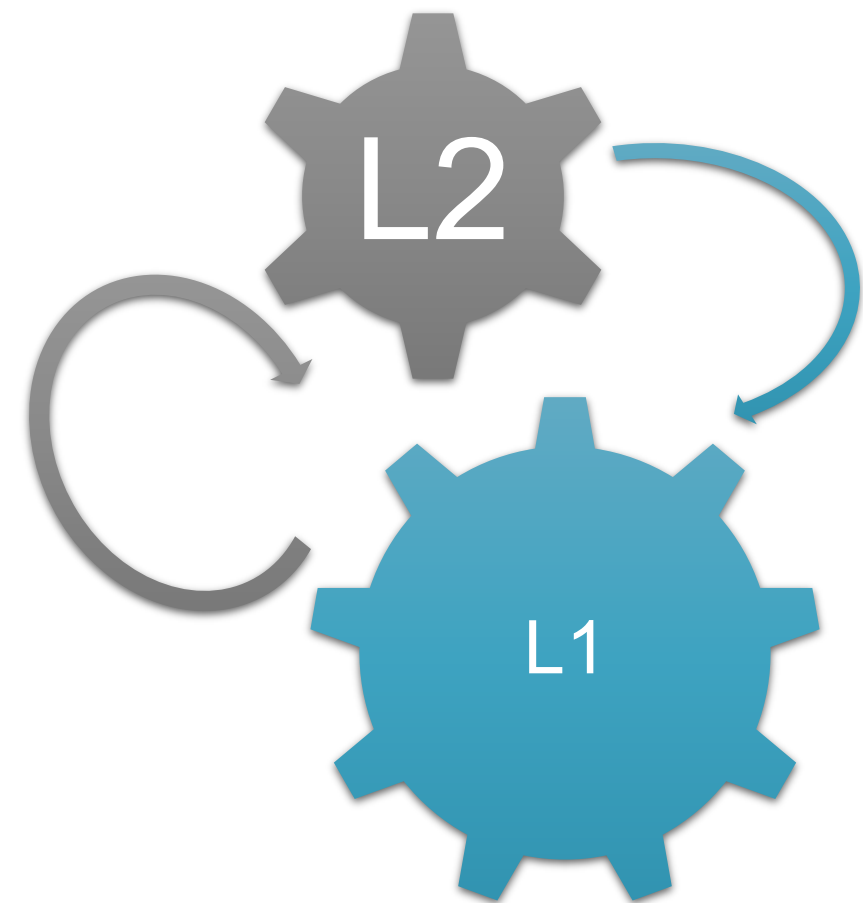


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Transfer of Skills Supports ALL Learners



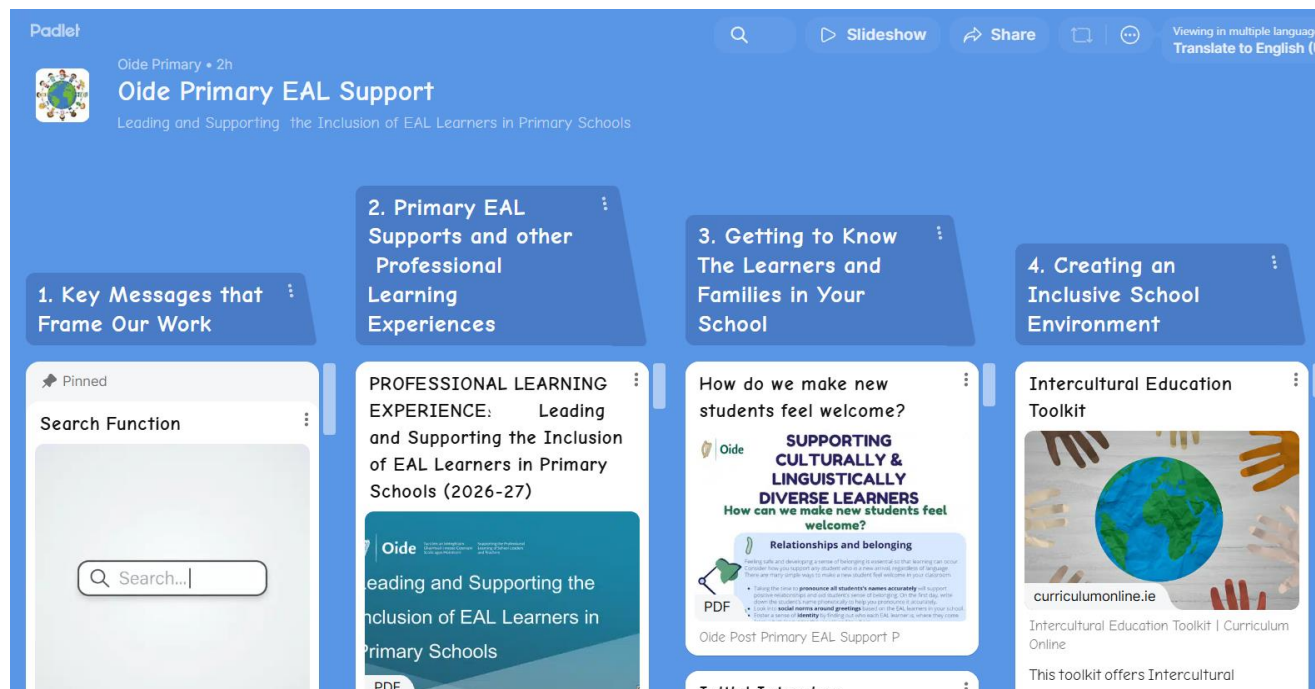
Phonological Awareness and Phonemic Awareness
Conventions of Print
Word Recognition and Decoding
Spelling Strategies
Comprehension Strategies
Syntax
Writing to Communicate
Writing Process

Transfer of Skills

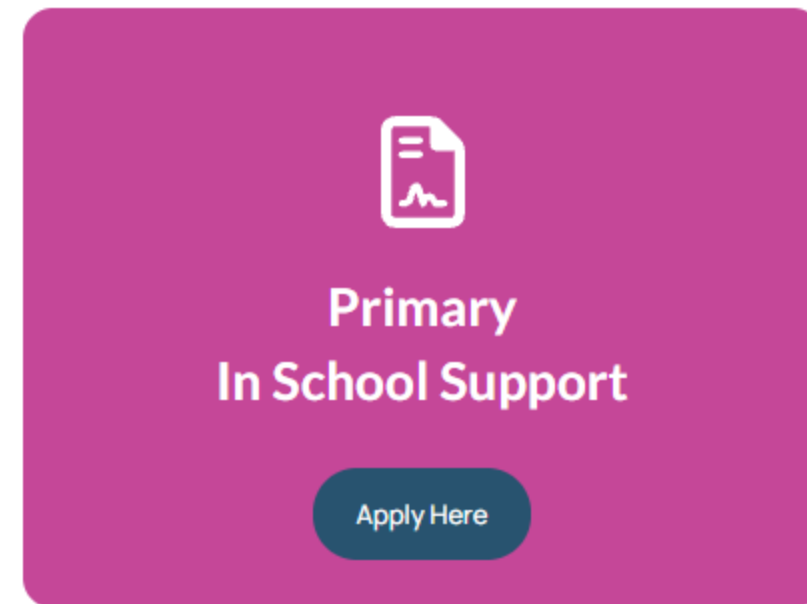
EAL Supports for Schools



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[Oide Primary EAL Padlet](#)



[Oide School Support for EAL](#)

[Oide Inclusion Seminars series in Education Centres \(Term 2 2027\)](#)



NEPS Supports

NEPS online webinar

24th November 2026

Register through your
Education Centre

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

✕ 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



Online PLE Evaluation

We would be
delighted to have
your feedback.





What is your key learning in terms of EAL learners?

