Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Leading the Inclusion of EAL Learners in Primary Schools

Webinar

2023

CC BY NC

Introductions

Please use the chat box to introduce yourself and give a brief overview of your school's context in relation to EAL.

Introducing Oide

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Supporting the Professional Learning of School Leaders and Teachers

Lárionad Ceannaireachta Scoile
CSL
Centre for School Leadership

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE for teachers

NIPT
An Clár Náisiúnta Ionduchtaithe do Mhúinteoirí
The National Induction Programme for Teachers

PDST
Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

Protocols for this session

- Mute microphones unless prompted
- Use chat box for questions during the session

- Do not take screenshots/photographs of the screen or record the screen
- Ensure you are sitting in a comfortable position
- You will find a link to our Padlet with this evening's resources in the chat and at the QR Code below

Oide Primary EAL Padlet

Workshop Overview & Outcomes

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EAL Learners in Context

Participants will…

- Consider the variety of EAL Learners in our schools and the need for a strengths/assets-based approach.
- Explore ways to make EAL learners and their families feel welcome.
- Explore a variety of translation tools to support inclusion.

EAL Pedagogies

Participants will…

- Consider what to expect during language development.
- Explore strategies for fostering a plurilingual environment.

Teaching, Learning and Assessment

Participants will…

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

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.**

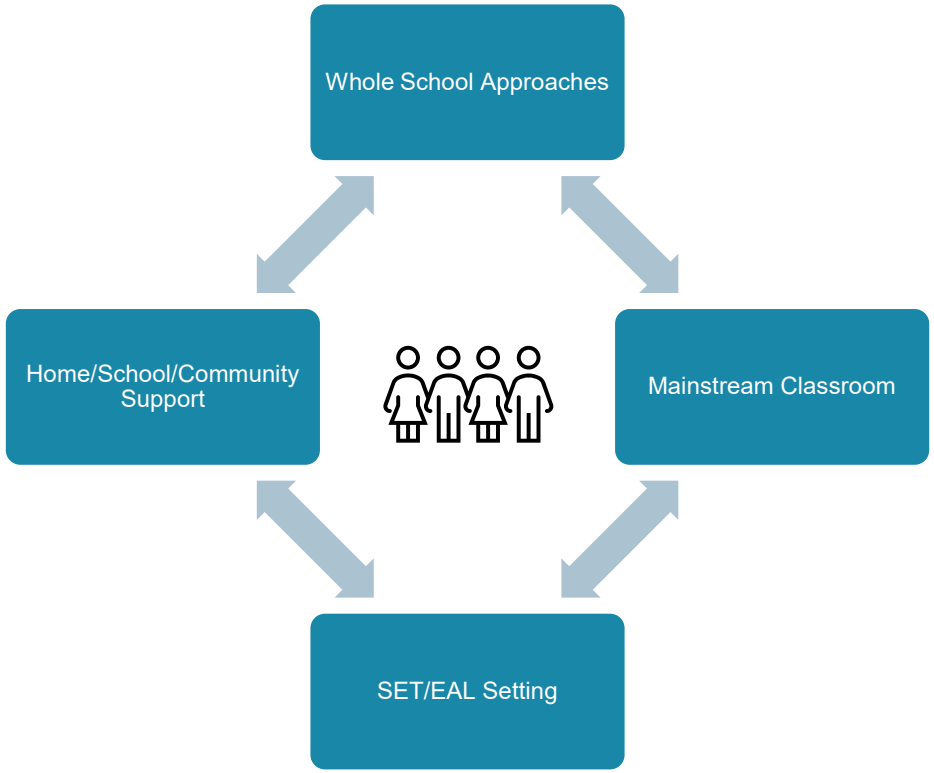
A classroom environment in which **communication is valued and promoted** will support **the inclusion of all learners** and the development of their **linguistic repertoire across multiple languages.**

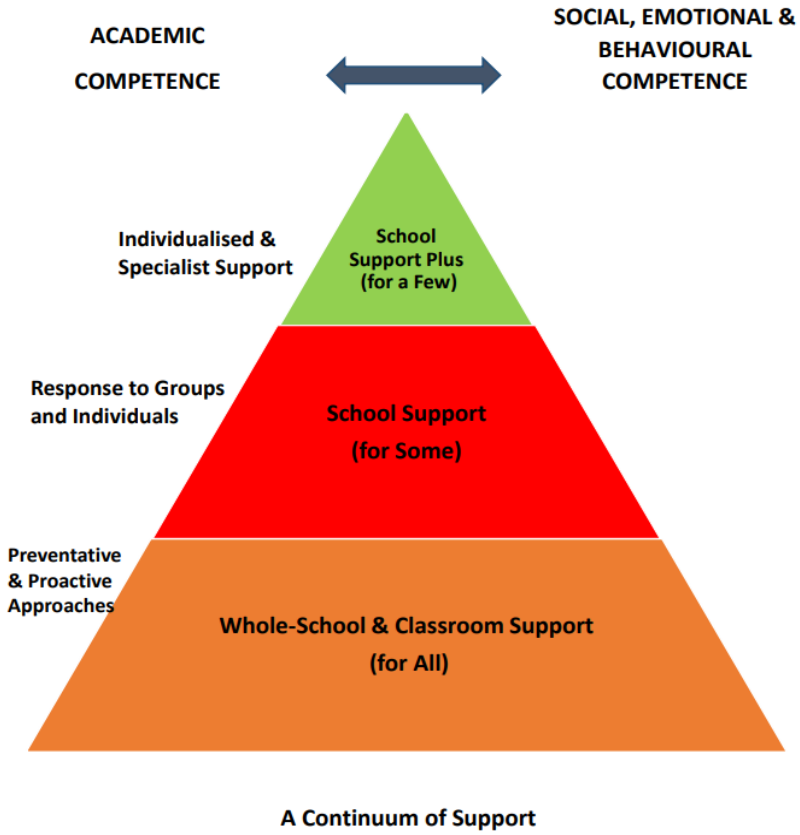
Collaboration between **all school staff** is essential for fostering **an inclusive learning environment** that supports EAL learners.

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

Inclusion

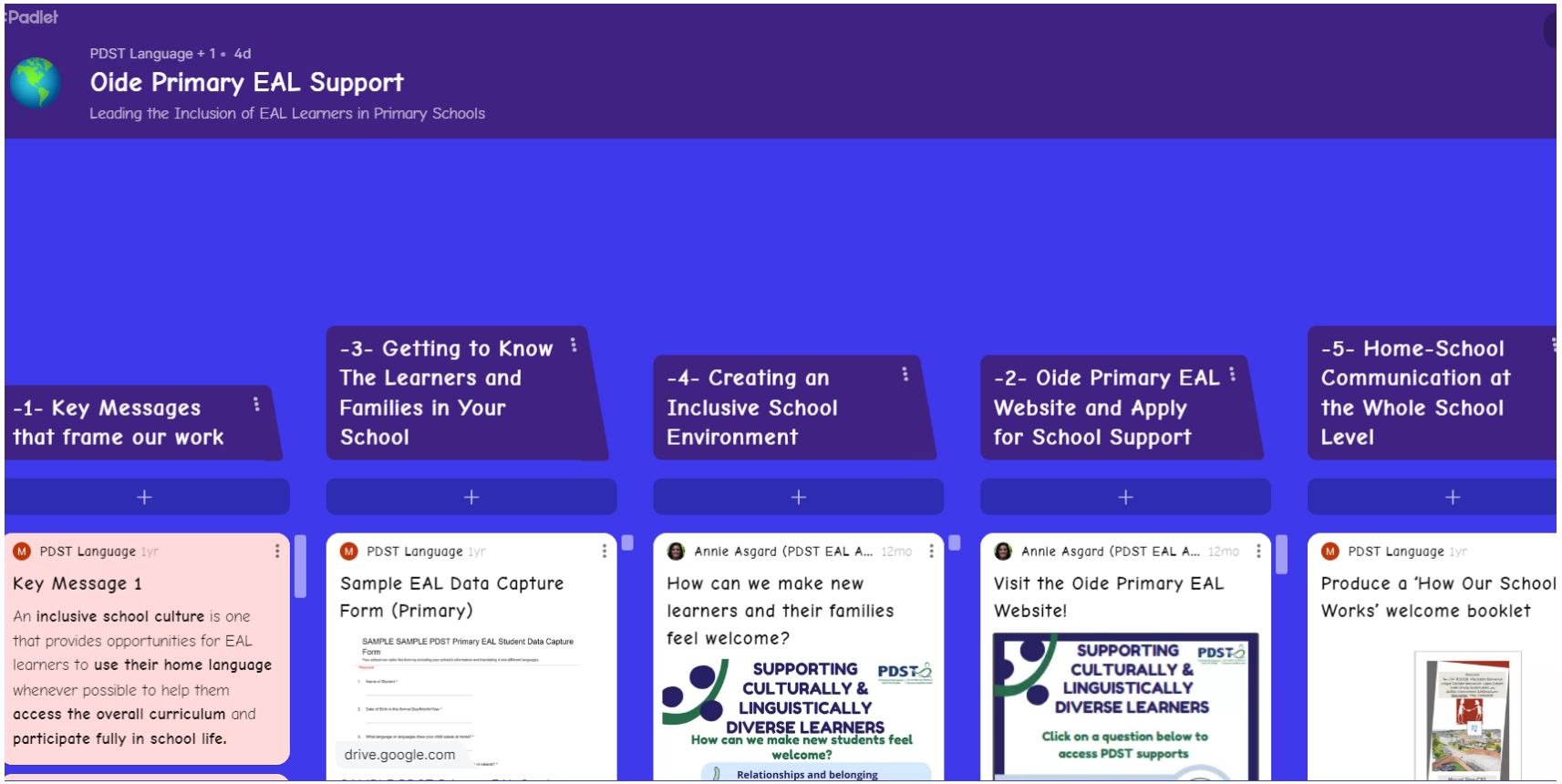
Supporting EAL learners supports **all** learners.





EAL Resources and Padlet

Oide Primary EAL Padlet



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Supporting the Professional Learning of School Leaders and Teachers

Session One

EAL Learners in Context

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Session One:

EAL Learners in Context

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

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- Explore ways to make EAL learners and their families feel welcome.

- Explore a variety of translation tools to support inclusion.

Who are our EAL Learners?

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"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 an International Protection Accommodation Centre (Direct Provision) with my parents and sister. I arrived in Ireland in December 2021, and have started to learn English."

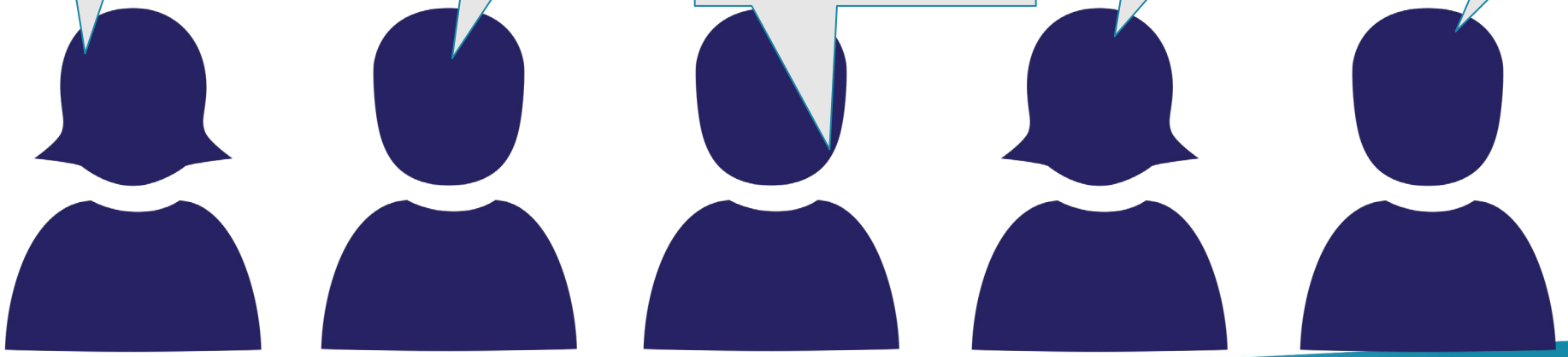
Zurab

"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

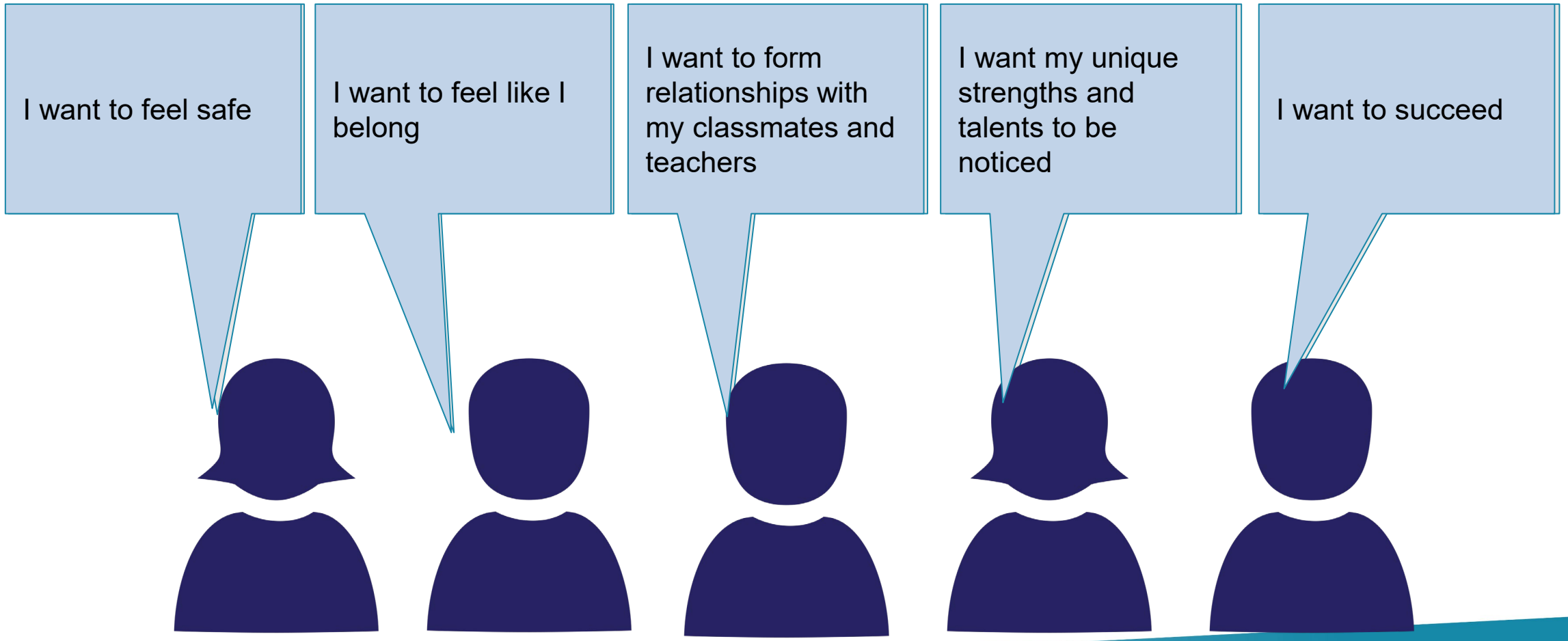


A strengths based/assets based approach

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

Donald Clifton

What are our EAL Learners' needs?



Share your thoughts in the Chat Box

What can we do to help make EAL learners and their families feel welcome in our school community and foster an ongoing sense of belonging?

How can we make EAL learners feel safe?

How can we make EAL learners feel like they belong?

How can we ensure our EAL learners achieve success?

How can we help EAL learners form positive relationships?

?

How can we identify and recognise the strengths and talents of EAL learners?

Structures and systems to welcome, support and inform EAL learners and their families

- Tour of School
- Multilingual Welcome Letter
- School Enrolment Forms and EAL data capture form
- School Website
- Welcome booklets/DE information letters
- Social Media
- Daily school communications
- Multilingual Parent Teacher Meetings

Further supports and resources for the above can be found on the
Oide Primary EAL Padlet Panels 2 - 6

Strategies to support EAL learners in mainstream classes

Signpost lessons to support classroom learning

Supporting Communication for Multilingual Families

Access to the curriculum in the EAL learner's home language/s

Google

Sheets

Docs

Oide

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Supporting the Professional Learning of School Leaders and Teachers

Session Two

EAL Pedagogies

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Session Two:

EAL Pedagogies

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

- Consider what to expect during language development.

- Explore strategies for fostering a plurilingual environment.

What to Expect During the stages of Second/Additional Language Acquisition

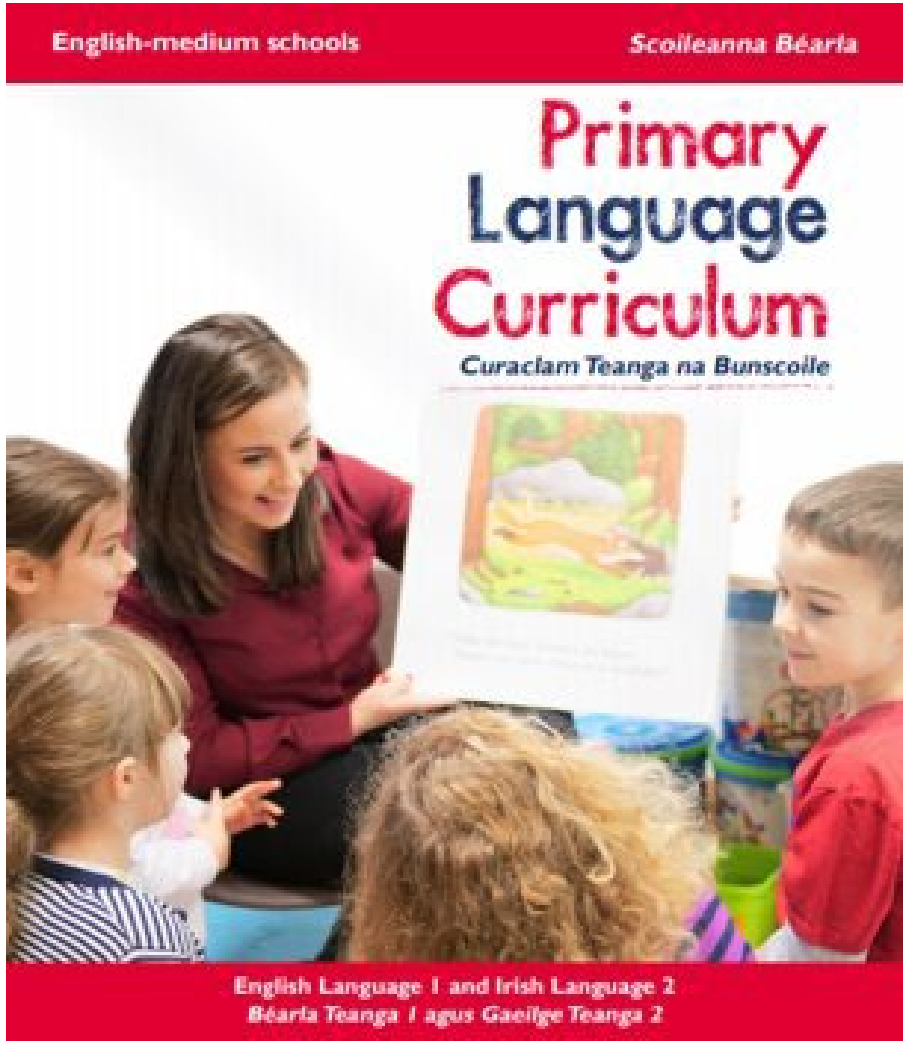
Children may engage in a **“silent phase.”**

Children may **code-switch.**

Children may use **supports/scaffolding** to communicate needs and wants.

Promote the use of home languages whilst acquiring additional languages.

A Curriculum for All Learners

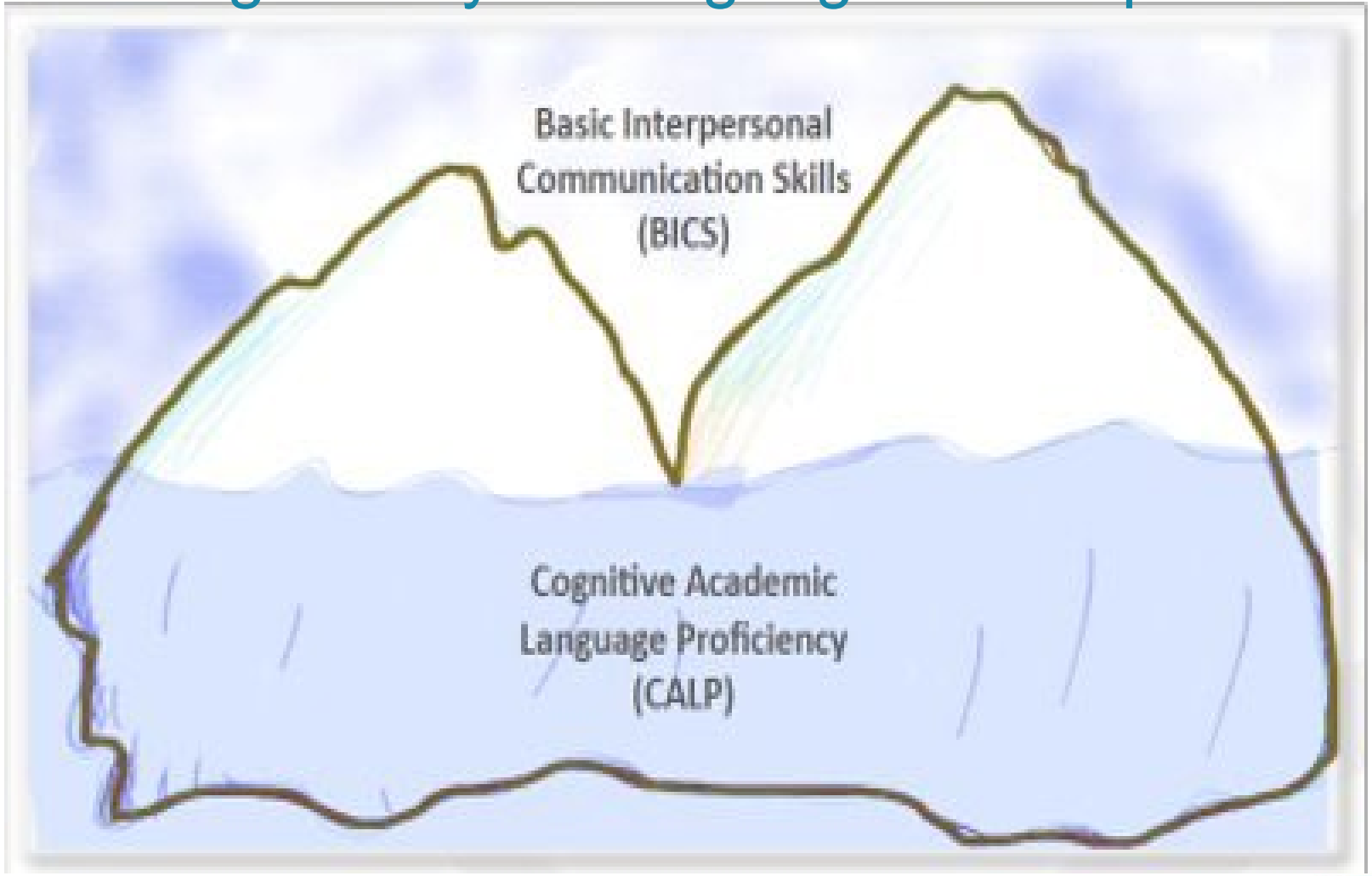


''The Primary Language Curriculum seeks to support children on their language learning journeys in both English and Irish, while also acknowledging the diversity of languages spoken in Irish primary schools.''
(Primary Language Curriculum, 2019)

"Reference to 'other languages' in the curriculum enables teachers to draw on and support the linguistic abilities of all children and to provide exciting opportunities for them to explore, examine and compare languages.'' *(Primary Language Curriculum, 2019)*

Knowledge of Pedagogy

Cummins' Iceberg Theory of Language Development



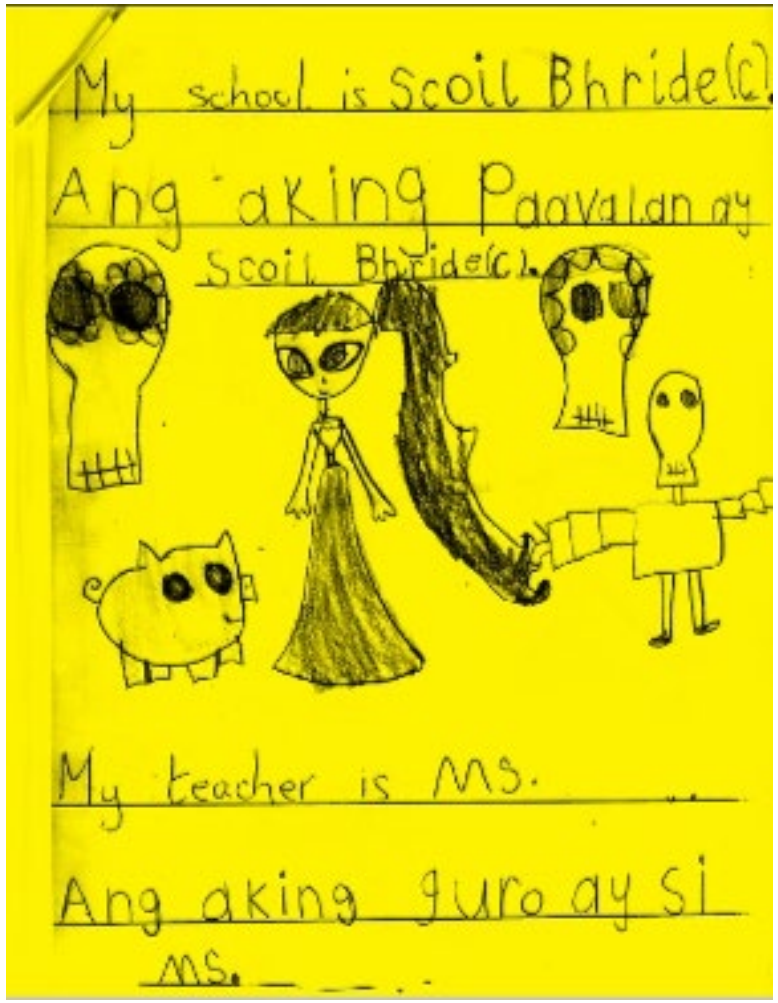
Knowledge of Pedagogy

Jim Cummins' Iceberg Theory of Language Development

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 in Action



"When you bring in the home languages the lights come on"

Dr. Déirdre Kirwan

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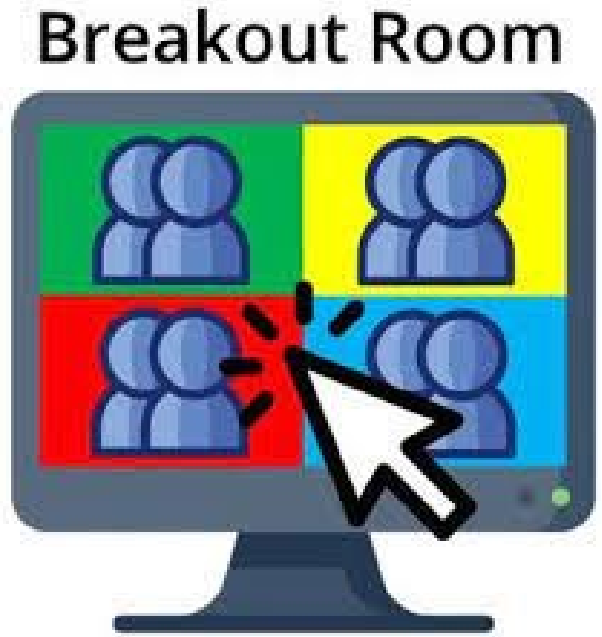
PPLI Intercultural Guidelines

In what ways can we support EAL learners to access the curriculum using their home language/s?



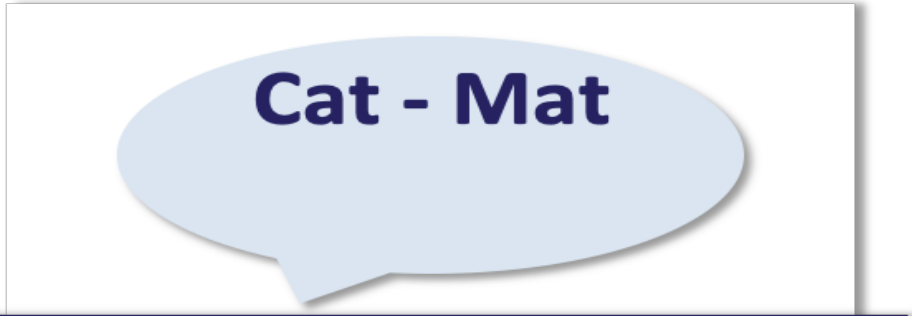
Transfer of Skills Supports ALL Learners

Conceptual Knowledge

Metacognitive and metalinguistic strategies

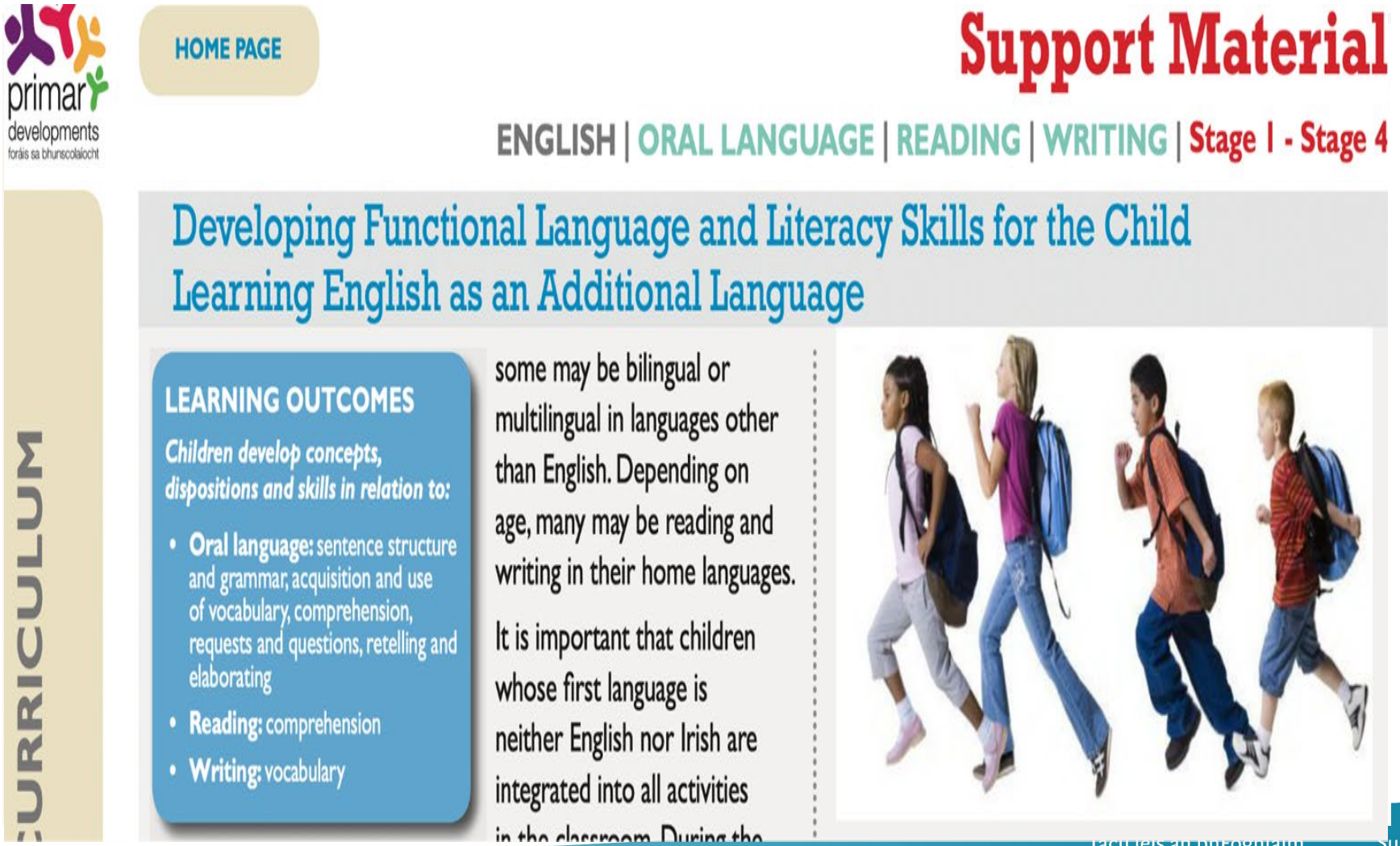
February	Feabhra	Febrero
March	Márta	Marzo
April	Aibreán	Abril
Cheese	Cáis	Queso

Specific Linguistic Elements



Phonological Awareness

PLC/CTB Support Materials



Break

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Supporting the Professional Learning of School Leaders and Teachers

Session Three

Teaching, Learning and Assessment

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Session Three:

Teaching, Learning and Assessment

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

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Assessing Language Proficiency

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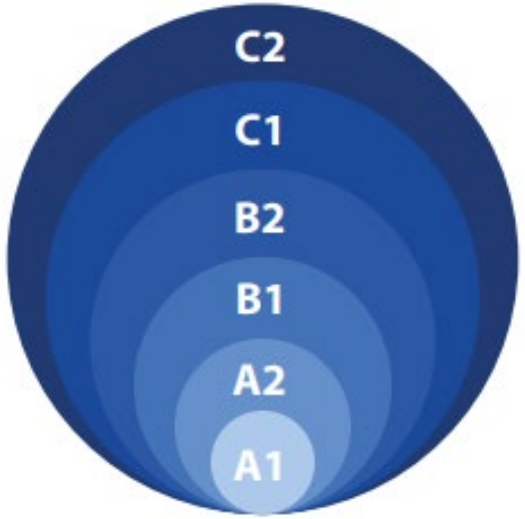
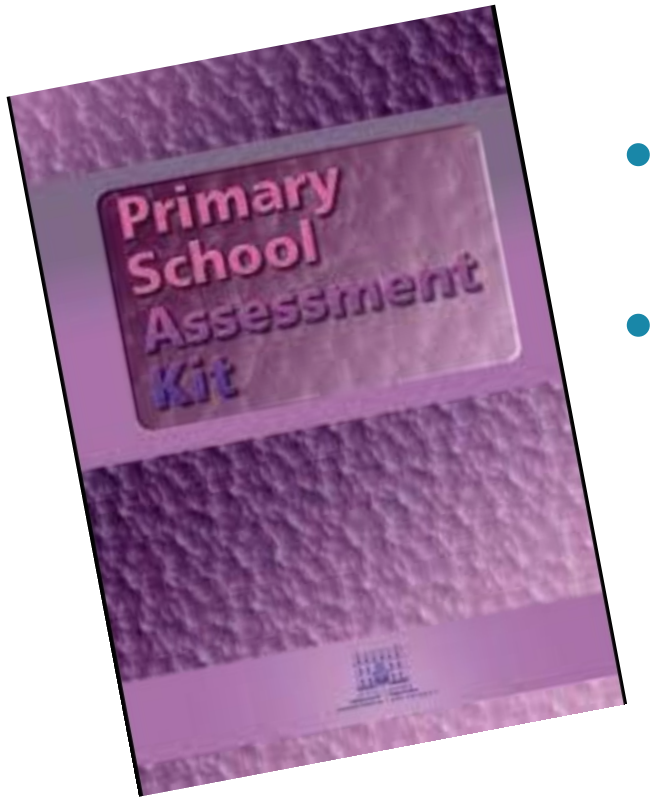
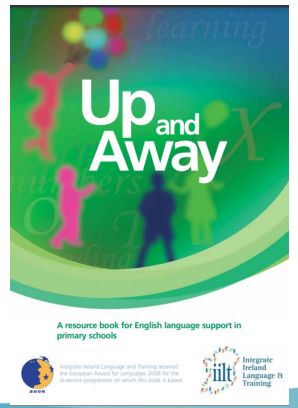
CEFR Language Proficiency Levels

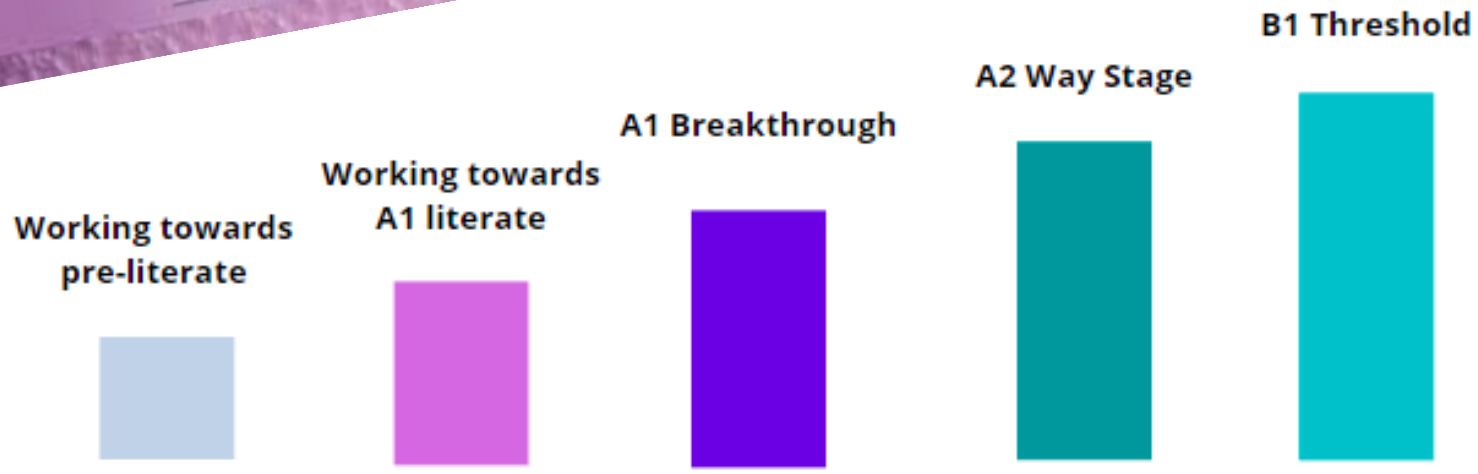




- Three sets of assessments: Set 1 (Placement), SET 2 and SET 3
- Assessments are carried out for each of the four skills; listening, speaking, reading, and writing.

13 Themes Based on the CEFR





Primary Curriculum Framework
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

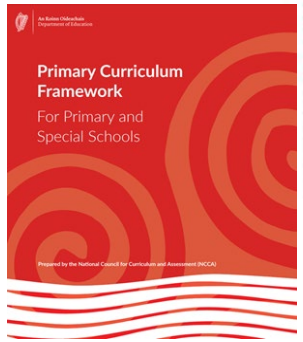
ASSESSMENT EVENTS

Distinct, visible, recorded events

Children are usually aware they are being assessed

Example

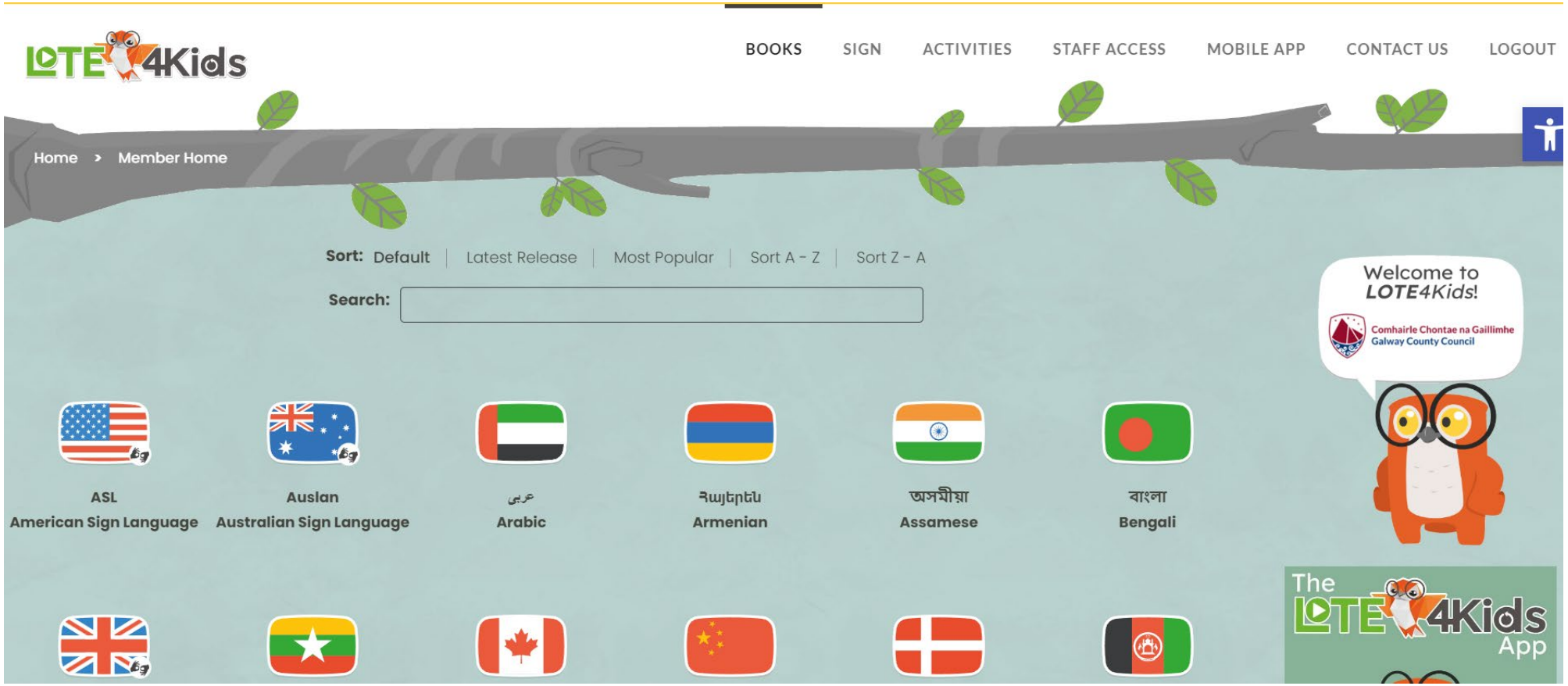
teacher designed tests/quizzes; externally constructed standardised assessments; diagnostic assessments



Use Scaffolding Strategies

Digital Tools and Translation Software	Modelling and Gestures (TPR=Total Physical Response)	Visuals and Realia	Intential 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	

Lote4Kids / Free Dual Language Stories



How to Teach Vocabulary

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- Pre-teach vocabulary in advance of lessons
- Word Associations
- Example / Non-Example
- Provide visuals for vocabulary
- Teaching words in context

Frayer Model of Vocabulary - Shark

My Definition (in my own language/words)	Facts/Characteristics
	1. Sharks have no bones 2. Cold blooded 3. Good eyesight
Examples/Non Examples • Baby Shark/Octopus • Hammerhead/Dolphin	**My word in a sentence** ***The whale shark is the biggest shark in the world.*** **Sentence Frame** ***A ____ is bigger than a _____.***

Supporting Functional Language

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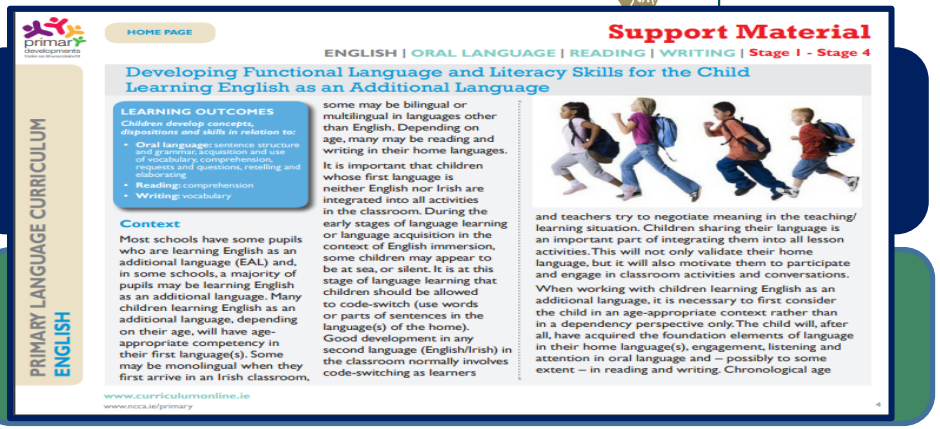
Good morning teacher.

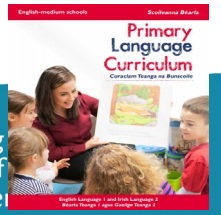
Can you help me….?

I have a pain in my …

Could you say that more slowly please?

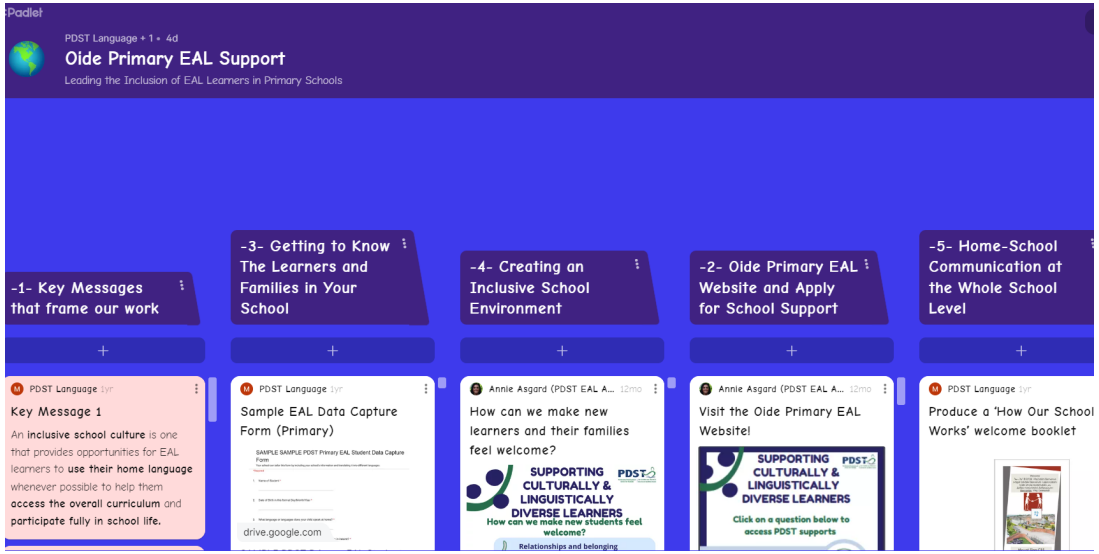
Can I play?

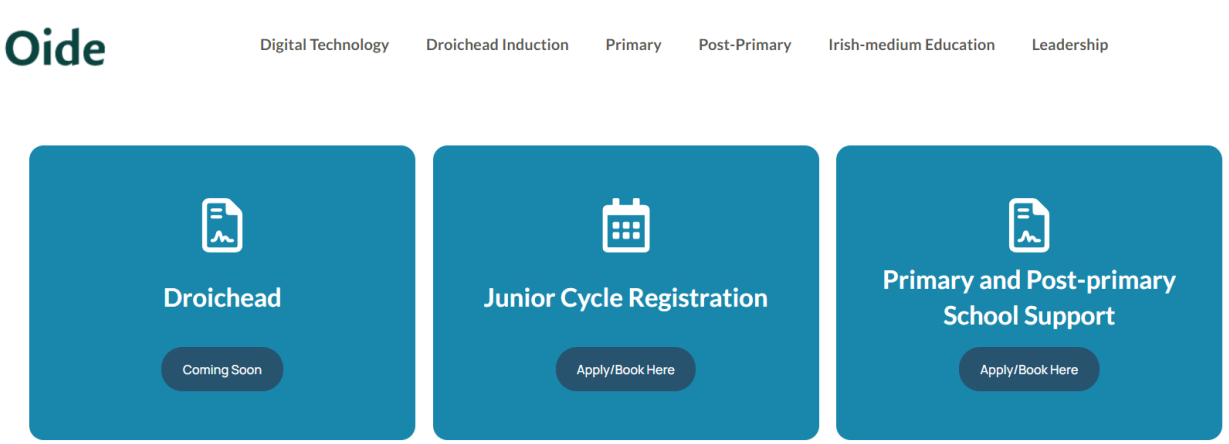




Adapted from: Toolkit for Diversity in the Primary School

EAL supports for Schools





Oide
Primary EAL Padlet

[Oide Primary EAL Padlet]

[Oide School Support for EAL]

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Webinar Evaluation