



Primary Professional Development Service

# English as an Additional Language

Seminar for principals  
Session one

Session one	9.00 – 10.45
<b>Sos</b>	<b>10.45 – 11.00</b>
Session two	11.00 – 12.45
<b>Lón</b>	<b>12.45 – 13.30</b>
Session three	13.30 – 15.00



# Seminar overview - Principals

- key messages
- role of the principal in relation to EAL
- application for support
- case studies
- FAQs
- WSE reports with an EAL focus
- outside agencies
- school audit/review



# Aim of session one

- to explore the role of the principal in the context of English as an Additional Language



# ESRI report

*‘Newcomer students are generally viewed as highly motivated and hardworking by school principals and teachers. Newcomer students and their parents are also viewed as placing a strong value on education and holding high aspirations for the future, reflecting the highly educated profile of recent immigrants to Ireland.’*

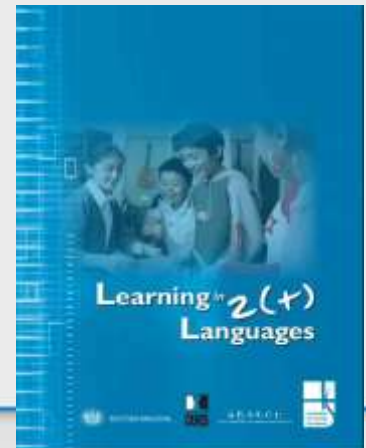
**Adapting to Diversity: Irish schools and Newcomers Students (2009)**



# Bilingualism

- What percentage of the world's population is bilingual?

*‘Seventy per cent of the world’s population is bilingual and regularly uses more than one language in daily life. In global terms, bilingualism is the norm.’*



# Bilingualism

- greater awareness of how language operates
- enhanced problem-solving abilities
- heightened creative potential
- awareness of importance of context and audience in language use



# Bilingualism

*‘More than 150 research studies conducted during the past 35 years strongly support what Goethe, the German philosopher, once said: The person who knows only one language does not truly know that language. The research suggests that bilingual children may also develop more flexibility in their thinking as a result of processing information through two different languages.’*

*Jim Cummins*





# Overview of seminar day one - Language support teachers

- first and second language acquisition
- role of the language support teacher
- English language proficiency benchmarks
- assessment
- teaching and learning case studies
- speaking and listening activities



# Key messages – seminar one

- The child's culture and first language should be respected at home and in school.
- Assessment is most useful when it informs teaching and learning.
- Listening, speaking, reading and writing should be taught in an integrated manner.



# Overview of seminar day two - Language support teachers

- instructional strategies for EAL
- reading
- writing
- assessment
- team-teaching/in-class support
- short-term and long-term planning



# Key messages – seminar two

- The child's culture and first language should be respected at home and in school.
- Scaffolding is a fundamental part of EAL teaching and learning.
- Literacy activities should have a tangible oral language dimension for EAL learners.



# Language acquisition

- [Mother of Hope NS clip one](#)
- [Mother of Hope NS clip two](#)



<b>Social/Conversational Language (BICS)</b>	<b>Academic Language Proficiency (CALP)</b>
language of social interaction	language of learning
develops very quickly	develops more slowly
phonological/syntactic/ lexical skills in interpersonal contexts	manipulate/reflect on language outside interpersonal contexts
context-embedded	context-reduced
needs non-verbal support for understanding	higher-order thinking and problem solving

# Role of the principal

## Session 1

- Leadership
- Policy making
- Organisation of support
- Collaborative planning
- Planning
- Staff development

## Session 2

- Assessment
- Record-keeping
- Application for EAL support



# Role of the principal – leadership

- Challenge beliefs



*‘A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to be.’*

Rosalynn Carter





# Role of the principal - policies

- Enrolment
- Code of behaviour
- Child protection
- English as an Additional Language
- Intercultural Education
- Attendance
- Assessment
- Learning support



# Responsibility for EAL pupil

## Circular 0015\_2009

*‘EAL support teachers are appointed to assist schools in providing **additional** EAL support teaching for pupils. The EAL pupil remains the responsibility of the mainstream class teacher at primary level ...’*



# Role of the principal – organisation of support

There are two models of support: **Less Support/Team**

## **Team-teaching**

Two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners.

## **Withdrawal**

Pupils are withdrawn in groups based on:

- age
- class level
- assessment of individual pupil's needs

**A balanced approach between a withdrawal model and an in-class support model is recommended.**



# Role of the principal – organisation of support

Circular 0015\_2009

*‘It is recommended that pupils receive additional EAL support teaching in the classroom or in timetabled EAL lessons for small groups in addition to the support they receive from the class teachers.’*

- [Team-teaching footage](#)
- [Team-teaching guidelines](#)



# Role of the principal – collaborative planning

Circular 0015\_2009

*‘School policy and practice should promote the sharing of expertise and good practice, and encourages communication amongst staff in order to optimise the opportunities pupils have for developing their proficiency in English.’*



# Role of the principal – collaborative planning

- it is recommended that planning between the mainstream class teacher and the language support teacher takes place on a regular basis
- this planning should ensure a consistent approach to language teaching, both in the classroom and the language support room
- [collaborative planning footage](#)



# Role of the principal – planning

Circular 0015\_2009

*‘In collaboration with parents and mainstream class teachers, EAL support teachers identify pupils requiring additional language support, assess pupils’ proficiency in English using the assessment materials, devise appropriate language programmes, deliver the programmes and record and monitor pupils’ progress.’*



# Role of the principal - planning

## Planning requirements – Rule 126 (revised)

- Each teacher is required to make adequate written preparation for his/her school work, as follows:
  - To prepare at the beginning of each school year or school term a long term programme of work ...
  - To prepare fortnightly or, in the case of probationary teachers, weekly in advance a short term plan of work
- Teachers, other than class teachers, are required:
  - To plan appropriate learning programmes in respect of their pupils, and maintain group or individual pupil progress records, as appropriate





# Role of the principal - planning

## Planning recommendations

- long-term language programme can be twice a year (approx. 13 weeks), termly or half-termly
- short-term language programme can be fortnightly or weekly
- template used should reflect the planning practice in the school
- the decision regarding whether or not a cuntas míosúil is required should be made at school level



# Role of the principal – staff development

- How can you, as principal, promote and shape staff development in relation to EAL and intercultural education?



# Case Study

- Discuss the case study
- Complete feedback sheet
- Provide feedback

