

Statements for Principals and Management Team

For each of the following statements, please place a ✓ in the circles that best represents your point of view.

Leading Teaching and Learning	Disagree	Slightly disagree	Not sure	Slightly agree	Agree	Not applicable
Leading teachers						
1. The principal and other leaders in the school encourage teachers to discuss the role of language in both learning and understanding subject content during staff meetings, subject department meetings, as well as at CPD sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teachers are encouraged to explore a variety of learning strategies with their students to promote language development across all subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The principal and other leaders in the school work with teachers to encourage students to use the languages they know to support their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The principal and other leaders in the school work with teachers to ensure that the prior knowledge and previous educational experience (from another country) of newly arrived EAL students is taken into account, so as to enable them to progress and achieve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In our school, teachers help students become aware of the specific language they need in different subjects, e.g. key words or language needed for doing homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. In our school, teachers are aware of how to support the language required to do well in Assessment Tasks and Classroom Based Assessments (CBAs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. In our school, teachers help all students become aware of the differences between spoken and written language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. In our school, we have a whole-school approach to supporting language and literacy development across all subjects. This involves all teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. In class, all teachers refer to language-related concepts such as 'context', 'meaning' and 'purpose' to support students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The principal encourages staff to evaluate their own practice in relation to supporting students whose first language is one other than English and/or Irish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The principal encourages teachers to engage in collaborative review of their practice and its outcomes in order to support students' language and literacy development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Statements for Principals and Management Team *continued...*

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Leading Teaching and Learning	Disagree	Slightly disagree	Not sure	Slightly agree	Agree	Not applicable
Leading initiatives						
12. Supporting the language development of specific cohorts of EAL students in our school is a target in our School Action Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The principal and other leaders in the school have effective systems for monitoring students' progress and literacy development in the language(s) of schooling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students who come to our school with little English and struggle to access the curriculum (A1 or A2 CEFR language levels) are identified quickly and supported by all subject teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The principal and other leaders in the school recognise the importance of systematic monitoring of students' language development to help students reach their full potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. In our school, we have high expectations for all students to achieve, regardless of their current English language level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. We understand and accept that students who do not have much English have a temporary difficulty accessing the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The principal and deputy principal(s) are committed to taking time to plan and then review our practice in relation to the language(s) of schooling and supporting the languages of the school community. This happens at least twice a year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. We mark significant European and world dates which celebrate languages and language learning (e.g. European Day of Languages, 26th September) with different events to celebrate the diversity of languages spoken by our school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The principal and the board of management promote a school environment where the languages of the school community are visible and on display around the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Those in leadership and management positions compile information about the languages students and their parents/guardians speak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Those in leadership and management compile information about the languages members of staff speak, in order to support students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Leading Teaching and Learning	Disagree	Slightly disagree	Not sure	Slightly agree	Agree	Not applicable
Leading curriculum change						
1. The principal and other leaders in the school ensure that all students are engaged in challenging activities and have high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Management promotes teachers' access to CPD including English Language Teacher Training for teachers teaching EAL, as well as Content and Language Integrated Learning (CLIL) for subject teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The principal, along with those leading the process, uses SSE to encourage teaching that is inclusive and considers the linguistic and cultural profile of the students in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students in our school can take up more than one MFL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Managing the Organisation	Disagree	Slightly disagree	Not sure	Slightly agree	Agree	Not applicable
1. The principal and the Board of Management promote cooperation with families to help them find ways to support the language development of students at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The principal and deputy principal recognise that a crucial part of their role is to lead and manage action planning for supporting students whose first language is one other than English and/or Irish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Where there is a post, the HSCL teacher provides an important link between home and school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The principal and deputy principal work to ensure that improvement plans are put into action on a whole-school basis and are monitored systematically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Leading School Development	Disagree	Slightly disagree	Not sure	Slightly agree	Agree	Not applicable
Access and inclusion						
1. The patron, board of management and principal are pro-active in ensuring that parents from different cultural and linguistic backgrounds are represented on the Board of Management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The principal and the Board of Management ensure that key school documents are provided in different languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Those in leadership and management ensure that all communication sent home and all information on the school website is written in accessible language, especially letters which parents are expected to sign giving consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In our school, we communicate with parents in an inclusive way. For example, we understand that sometimes a phone call or an overly-long, complex letter may not be the best form of communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The principal and other leaders in school are aware of the level of parents' ability in the language of schooling and support them to attend parent teacher meetings. Non-attendance is followed up on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The principal and the Board of Management actively promote provision of English language classes for parents on the school premises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Those in leadership and management roles are aware of the school's changing student profile in relation to linguistic and cultural background and seek to respond to this.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. In our school, we link in closely with our feeder schools when students are transitioning from primary to determine previous language support obtained, required and any exemptions from Irish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The principal and the board of management provide translators/interpreters in the school to help when necessary to communicate with parents and students who do not speak English so their voices can be heard when incidents occur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Newly arrived students are supported with settling in by other students who speak the same language/s.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Leading School Development	Disagree	Slightly disagree	Not sure	Slightly agree	Agree	Not applicable
Wellbeing and guidance						
11.  In our school, we link in closely with our feeder schools when students are transitioning from primary to determine previous language support obtained and exemptions from Irish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. We have systems and supports in place to identify and target vulnerable students in our school (e.g. Roma, refugees or separated children).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. All staff make an effort to spell and pronounce students' names correctly (over school PA and when presenting certs) especially if the names are not familiar or are unusual. We know that this matters to our students. Their name is an important part of their identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. We recommend EAL students do TY if they do not yet have the language skills necessary to do well in senior cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. We reserve places in TY for students who do not yet have the English language skills required to reach their potential in senior cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Students are supported in finding work placements for TY where necessary. For example, where their family does not have local connections or the student is recently arrived in the country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. For students who need it, the school applies for them to use a bilingual dictionary for state exams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. We work hard to support students at risk of social exclusion to remain in school post Junior Cert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. We identify and support under-represented students (e.g. Roma, refugees or separated children) to aim high and to apply for Access programmes for third level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. In our school, all students have equal access to quality guidance to plan an appropriate career path for when they leave school regardless of their current language level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. We understand that for some, the stress of not accessing the curriculum and not being able to do homework to the best of their ability or to a previous standard, can impact on wellbeing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. We acknowledge that for some newly arrived students who have little English, it can be stressful not being able to express their personality to their peers. This can impact wellbeing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Developing Leadership Capacity	Disagree	Slightly disagree	Not sure	Slightly agree	Agree	Not applicable
1. School leaders place a strong emphasis on supporting language learning in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The principal and other leaders in this school are interested in the languages the students know and how they learned them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The principal and other leaders in the school ensure that the voices of students from diverse cultural and linguistic backgrounds are represented on the Student Council in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In our school, teachers from different subjects cooperate in planning for teaching, which takes into account the role of language in learning and understanding subject content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In our school, teachers collaborate and learn from each other in relation to how to support the language and literacy development of all students in their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The principal encourages the formation of teams to address school priorities supporting students' language and literacy development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The principal understands the importance of the quality of leadership to support students and parents whose first language is one other than English and/or Irish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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