

Statements of good practice for teachers

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

Quality of Learner Outcomes:	Disagree	Slightly disagree	Not sure	Slightly agree	Agree	Not applicable
The Role of Languages in Teaching and Learning						
1. In our school, the role of language in learning and its role in understanding subject content is discussed at a whole-school level. It is discussed at staff and subject department meetings. It is everybody's responsibility.	<input type="radio"/>					
2. In our school, we formally track and monitor EAL students' English language and literacy development over time. Subject teachers know the needs of students in their class and who to differentiate their lessons for.	<input type="radio"/>					
3. Supporting the language development of specific cohorts of EAL students in our school is a target in our School Action Plan.	<input type="radio"/>					
4. Our School Leadership Team places a strong emphasis on supporting language learning in our school.	<input type="radio"/>					
5. In our school, we have high expectations of achievement for all students, regardless of their current English language level.	<input type="radio"/>					
6. We understand and accept that students who do not have much English have a temporary difficulty accessing the curriculum.	<input type="radio"/>					
7. I encourage students to use their knowledge of other languages to support their learning in my subject.	<input type="radio"/>					

Quality of Learner Experiences:	Disagree	Slightly disagree	Not sure	Slightly agree	Agree	Not applicable
Valuing the Languages Spoken by the School Community and Students' Prior Learning						
1. I know which languages are spoken by my students and their parents/guardians.	<input type="radio"/>					
2. I am interested in the languages my students know and how they learned them.	<input type="radio"/>					
3. Where and when possible, I include references to the countries of origin of my students in my lessons. For example, the Philippines when discussing volcanoes, Mexico when discussing urban sprawl, Thailand when discussing Buddhism, etc.	<input type="radio"/>					

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Leading initiatives						
4. I consider the prior knowledge and experience of students from a migrant background who are new to the school and country to enable them to progress in my subject. I realise they may have studied a new topic previously or in a different way.	<input type="radio"/>					
5. Where appropriate, I inform students that they can study their first language for the Leaving Cert and direct them towards the appropriate supports, such as PPLI and The State Examination Commission.	<input type="radio"/>					
6. Students in our school can take up more than one Modern Foreign Language.	<input type="radio"/>					
7. In our school, the languages of our school community are visible and on display for all to see, e.g. on the walls of the school and school website/newsletter.	<input type="radio"/>					
8. In our school, we observe use of the different languages spoken by members of our school community to support newly arrived students.	<input type="radio"/>					
9. In our school, we observe the European Day of Languages on September 26th and other language and culture days. This is to celebrate the diversity of languages and cultures represented in our school community.	<input type="radio"/>					
10. In our school, we include all the languages of the school during literacy week.	<input type="radio"/>					
11. In our school, we include the students' voices in matters related to the diversity of languages and cultures in the school.	<input type="radio"/>					
Teachers' Individual Practice						
12. It is my responsibility to understand the language and learning needs of all students in my class.	<input type="radio"/>					
13. I am aware that the language I use when explaining keywords and concepts can have an impact on the students' understanding of my subject and their English language development.	<input type="radio"/>					

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Teachers' Individual Practice						
14. I explore a variety of language learning strategies with my students to promote their language development in my subject. These skills are transferrable to all other subjects.	<input type="radio"/>					
15. At the start of a lesson or topic, I find out what students already know about it and what related language they already are familiar with.	<input type="radio"/>					
16. I use visuals (photos, video, drawings, etc.) to introduce new topics as well as graphic organisers (mind maps, tables, charts and diagrams) to support language learning in my subject. This supports the learning of all students.	<input type="radio"/>					
17. I use simple, clear language when giving feedback to students both orally and in writing so they can learn and improve.	<input type="radio"/>					
18. I routinely differentiate tasks for EAL students who have weak language skills, i.e. those who have been assessed as A1 or A2 on the Common European Framework of Languages – CEFR*.	<input type="radio"/>					
19. I engage all students in challenging activities regardless of their current English language level.	<input type="radio"/>					
20. In my subject, students know the success criteria when they write. They know what the aim is, who their audience is and the type of text they are writing.	<input type="radio"/>					
21. I help students with the language needed for the different stages in writing (brainstorming, organising ideas, drafting and editing).	<input type="radio"/>					
22. I set up speaking activities (pair work/groupwork) to encourage students to use subject-specific language as much as possible in class.	<input type="radio"/>					
23. I give feedback to all my students on their language (vocabulary/ grammar/syntax/register) to help them improve.	<input type="radio"/>					
24. I use a variety of ways to assess my learners on both content and language.	<input type="radio"/>					

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Teachers' Individual Practice						
25. I help my students become aware of the specific language they need in my subject. I use a variety of activities to help my learners to recycle vocabulary related to my subject.	<input type="radio"/>					
26. I help students notice how language is used in my subject.	<input type="radio"/>					
27. I discuss ways of learning and recording keywords with my students so they can work actively and independently.	<input type="radio"/>					
28. I get everybody's attention and simplify the language I use when giving instructions for the homework I set.	<input type="radio"/>					
29. In class, I provide help with the specific language students need to do the homework in my subject. This is part of my lesson planning.	<input type="radio"/>					
30. I help my students become aware of the differences between spoken and written language	<input type="radio"/>					
31. I teach my students to improve their productive skills (speaking and writing) in the subject(s) I teach especially when doing presentations/ CBAs	<input type="radio"/>					
32. I teach my students how to improve their receptive skills (listening and reading) in the subjects I teach.	<input type="radio"/>					
33. Whatever subject I teach, I explicitly teach the language required by describing, defining, explaining, summarising, etc.	<input type="radio"/>					
34. I help students become aware of language-related concepts such as 'context', 'meaning' and 'purpose'.	<input type="radio"/>					
35. In our school, staff are informed of language related continuous professional development (CPD) opportunities. They undertake CPD in Content and Language Integrated Learning (CLIL) and English Language Teacher (ELT) training.	<input type="radio"/>					

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Teachers' Collective /Collaborative Practice						
36. In our school, teachers from different subject backgrounds cooperate in planning for teaching. They consider the role of language in learning and understanding subject content.	<input type="radio"/>					
37. In our school, teachers collaborate and learn from each other in relation to supporting students' language development.	<input type="radio"/>					
38. There are systems in place to support communication and cooperation between subject teachers and language support teachers.	<input type="radio"/>					
39. Discussions around learning the language of schooling feature at staff meetings and subject department meetings.	<input type="radio"/>					
Engaging with Parents/Guardians						
40. At parent-teacher meetings, I feel I have the skills to help parents/guardians understand what I say about their child.	<input type="radio"/>					
41. The school provides me with the necessary supports, such as interpreters, to communicate with parents/guardians if the need arises.	<input type="radio"/>					
42. If parents/guardians do not attend a parent-teacher meeting I make sure to follow up. It is important that migrant parents/guardians are aware of how their child is doing in school as the school system may be different to that of where they lived previously.	<input type="radio"/>					
43. In our school, we communicate with parents/guardians in an inclusive way. For example, we understand that sometimes a phone call may not be the best form of communication, nor an overly long and complex letter.	<input type="radio"/>					
44. To be as inclusive as possible, we grade (simplify) the language we use when communicating with parents.	<input type="radio"/>					

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Disagree Slightly disagree Not sure Slightly agree Agree Not applicable

Additional Statements for Staff Involved in Student Supports: HSCL, SCP, SEN and Guidance/Wellbeing

45. 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"/>					
46. In our school, all students have equal access to quality Guidance regardless of their current language level.	<input type="radio"/>					
47. In our school, we recommend EAL students do TY if they have not yet developed the necessary language skills to do well in senior cycle.	<input type="radio"/>					
48. In our school, we reserve places in TY for students who do not yet have the English language skills needed to reach their potential in senior cycle.	<input type="radio"/>					
49. In our school, students are supported in finding work placements for TY where necessary.	<input type="radio"/>					
50. In our school, we understand that the stress of not accessing the curriculum can impact on wellbeing and behaviour.	<input type="radio"/>					
51. In schools where there is a post, the HSCL teacher provides an important link between home and school.	<input type="radio"/>					
52. For students who need it, the school applies for them to use a bilingual dictionary for state exams.	<input type="radio"/>					
53. We work as a team to support students at risk of social exclusion to remain in education after the Junior Cert.	<input type="radio"/>					
54. We identify and support under-represented students (e.g., Roma, refugees and separated children) to aim high and to apply for Access programmes for third level.	<input type="radio"/>					
55. Career guidance in our school works well to plan career paths for all students equally.	<input type="radio"/>					

* The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. Students who are A1 or A2 cannot access the curriculum and therefore cannot reach their potential in a post-primary classroom. They are entitled to language support according to DES Circular 0015/2009.

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