**[Kellie Heintz]:** Good afternoon, and welcome. This is our second session on the implementing of the new EAL F-10 curriculum. My name's Kellie Heintz and I am the curriculum manager for EAL at the VCAA.

Today, we are going to hear from our colleague Yan Yao Choong from the Department of Education. She works in the EAL unit.

Before we do that, we will make our acknowledgement to country. In recognition of Aboriginal and Torres Strait Islander people's spiritual and cultural connection to country, we acknowledge the traditional custodians of the Kulin Nations. We acknowledge the continued care of the lands and waterways over generations and celebrate the continuation of a living culture that has a unique role in this region. We pay our respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation and hope they will walk with us on our journey.

So, once again, good afternoon, and welcome to the second webinar in our suite of PL learning for teachers of F-10 EAL. Our session today will focus on the implementation of the curriculum in primary settings. A few points before we begin.

There are more than 1,000 of you at the moment who are participating in this webinar. We have a Q&A function down the side of the screen that will allow you to ask questions. I'm hoping that you will be able to use this function to put questions in the box if you feel as if they're things that have not yet been answered. Often what will happen is, as the presentation continues, a question might be answered and there will be a message given to you that these have been answered verbally. So, in the coordination of 1,000 people, we may not be able to get to all of your questions at the end of our session. We've planned 15 minutes where we will be able to answer some of those questions. But please note that we will take note of any questions that remain unanswered and we will be combining these questions into FAQ resources for a later date or they will inform the rest of the suite of our actual professional learning sessions.

Also to note, there will be a recording of this session made available. Because it is a requirement for our webinars that we produce a transcript with each of our presentations, this will take some time. So, the accessibility of this recording won't be instantaneous. So, please keep your eye out on the VCAA bulletin, the website and the F-10 subscribers updated list.

So, without further ado ,may I introduce you to Yan Yao Choong. She's the senior project officer in the EAL unit at the Department of Education and Training. She's going to run through how the curriculum can be implemented within primary settings. So, thank you, Yan Yao, and welcome .And you can commence when you're ready.

**[Yan Yao Choong]:** Thank you. So, thank you for taking time out from your day to attend this webinar today, especially during this time of remote and flexible learning. Thank you for doing your best for the students at this time and all other times. So, in today's webinar, we will be looking at implementing the EAL curriculum in primary settings. We will also have a look at the language and learning interview and how that supports teachers to understand the EAL learners and how it helps how to place those students on the EAL pathways. Then we will look at some sample progressions in Pathways A and B to see how EAL students' life experiences may impact on their learning at school and talk about some of the implications of this. And, of course, at the end, we'll have some time for questions and answers.

So, the Victorian Curriculum F-10 EAL recognises that students need to access and to demonstrate their learning in all learning areas using English. It has been developed for all EAL students who require support with their English learning in all the learning areas. And this means that teachers, all teachers, will need to be aware of who the EAL learners are in the classroom and what the proficiency levels of the EAL learners are, and what they can say, read, and write across all learning areas.

Teachers need to focus on the teaching of the content-specific language that students need to access the content of their learning areas. And all teachers will need to be able to plan for and support the language learning of EAL learners to support their understanding of the respective learning area content.

So, the Department's EAL curriculum school implementation guide is aligned to the FISO Improvement Cycle and it provides detailed recommendations onhow to implement the EAL curriculum using a whole-school approach. And I'll just talk briefly about what the stages are and how it relates to EAL.

So, in Stage 1 of the FISO Improvement Cycle -evaluate and diagnose -as a school, these are some of the things that you might want to consider at this stage. You can look at your school's EAL data that you can access from Panorama, or the School Information Portal, and from CASES21.You could look at student work samples that you have in your school to identify areas for whole-school improvement. As a school, you might decide that it is more appropriate for you, at this point, to familiarise yourself with the new EAL curriculum. And you might also want to think about evaluating your current EAL practices in your school.

So, how well are your current teaching and learning programs differentiated to support the EAL students? And how well is it aligned to the new EAL curriculum? And you might want to consider the role of the specialist EAL teachers and the classroom teachers in your school. After completing the evaluation and diagnosis, you will have a better understanding of the current situation for EAL students in your school. And as a whole school, there may be a few things that you want to change and improve while implementing the new curriculum. So, try prioritising the work that needs to happen first. Your school might want to improve your assessment practices or collectively improve your knowledge about how to best support EAL learners. Your priority might be to align your teaching and learning plans to the EAL curriculum or to align to other Department initiatives as well. You might consider what the most important changes are and set some short-, medium- and long-term goals for improving student outcomes across the school. After you have set your priorities and goals, you can work out a plan to put them in place.

So, for teachers, this could mean that you consider what types of assessment that you need for different purposes and how the curriculum area plans, year-level plans and units of work might need to change to align to the curriculum and to better support your EAL learners, and what needs to be changed about reporting on EAL student learning.

If you're a school leader here today, you might want to consider ways to provide resources to support your teachers in their development and planning. So, for example, provide time for collaboration between the EAL specialists and the other teachers ,and sharing of expertise, or to support attendance at professional learning events.

So, the Department has resources to support the implementation of the EAL curriculum. There's a link here and there's also a link at the end of the presentation where you can access these resources. At Stage 4, teachers and school leaders will need to implement the plans that you have, trial your new practices, monitor your student learning to see how your plans are going and adjust your plans in a continuous cycle. You could plan for specific times of the year to review your EAL teaching and learning programs and formally monitor your student learning and teaching against the curriculum. You can set some milestone dates that helps you to review your progress formally and have discussions with your colleagues and your leadership in the school. So, supporting EAL students is a collective effort and school leaders could consider how this changes the school's EAL approach. So, this might mean that you need to change how all teachers of EAL students work together and who is involved in EAL planning, and who has oversight of the entire program. You might want to consider how you could create opportunities for all teachers to work together to plan and deliver teaching and learning that improves outcomes for EAL students across all learning areas and capabilities of the Victorian Curriculum.

So, a common question that teachers ask is, "What happens if my EAL student has reached the final achievement standard in their pathway in one of the language modes? So, in either speaking or listening, reading or viewing or writing. Can they be assessed against the English curriculum in one mode and against the EAL curriculum in other modes?" So, the Department policy is that it is not appropriate for an EAL student to be assessed against the English standards in one mode such as listening and speaking, and the EAL standard in other modes. So, while the oral language proficiency of an EAL student may appear to correspond to that of their peers, the demands of the curriculum becomes more complex as the student progresses through the year levels and these students can struggle to cope with academic requirements of the English curriculum. So, research into second-language acquisition shows that it can take two years, up to two years, for students to develop proficiency in conversational language, social language skills. But for them to develop proficiency in academic language that corresponds to the level of their peers, it could take up to five or seven years. So, you'll want to consider whether an EAL student is able to demonstrate the same level of language proficiency in different situations before they reach the standard in the final level of the pathway.

So, for example, in listening and speaking, an EAL student may be able to interact confidently with their teachers and peers in informal social settings, using everyday language. But are they able to demonstrate the same ability in more formal learning conversations, such as extended talk or dialogic talk? In reading and viewing, are they able to read and understand both fiction and non-fiction texts at the literal, inferential, and evaluative levels? In writing, are they equally proficient in all the different genres expected of them at the year level? So, once an EAL student has reached the final achievement standard in all three modes of speaking and listening, reading, viewing and writing, they can then be transferred to the English curriculum for assessment and reporting purposes.

So, now let's have a look at the language and learning interview and how this supports teachers to understand their EAL students and how it helps to place the students on the EAL pathways.

So, the purpose of the language and learning interview is to find out more about the student's prior learning experiences, including their development of literacy in their home languages or other languages, and any previous learning of English they might have had. Along with other student assessment tasks that you would naturally do with the students, this will assist you in determining the most suitable EAL pathway for the student to start on. You need to remember that the learning and language interview is a starting point only. It is used as a starting point to develop a sociolinguistic profile of the EAL learner and schools are encouraged to modify or extend the interview to suit your context and needs.

So, the first question in the language and learning interview is about the main language used at home, whether it's a language other than English. If the answer is yes and one or both of the parents speak a language other than English at home, the student will be classified as an EAL student. If the answer is no, it indicates that English is the main language spoken at home and the student would not be classified as an EAL student. So, most families will answer yes. And this is a good chance for you to talk to the family and explore that further. Some parents might think that answering no is the correct answer. In some circumstances, the parents or the carers may say no because the student is an international student living with an English-speaking host family, and in their mind, the child is speaking to them in English and English is the language at home, but it is not the child's strongest language. A child might be adopted from overseas by an English-speaking family. The child might be part of a bilingual or multilingual family using English as one of the languages in the home. So, the teacher interviewing the family will need to ask additional questions to find out which language the student mostly uses at home and in the circumstances, it is appropriate to answer yes to this question. If the answer is definitely no, the student may still require EAL support and will benefit from EAL-informed teaching practices. So, just because a child might be able to speak English fluently at home again it might be just for a social purpose. They might need support in developing oral language for academic purposes. They might still need help with their reading and their writing as well .

So, the second question relates to the students' prior learning. It is important to understand that the previous educational experiences of the students and any information about their prior schooling is important to help us determine where the student starts on the EAL pathways. So, students with age-equivalent schooling with the appropriate EAL support, are likely to adapt quickly to the school system in Australia and make consistent progress in the acquisition of language, English language .Some students may have spent their entire lives in a refugee camp or in a transit country overseas or have been unable to attend school because of events such as civil war in the country. So, these students will have limited literacy skills in their first language and there will be knowledge gaps across the curriculum. So, students from refugee backgrounds in schools, especially those with disrupted or no schooling, require additional support to develop the English language and learning skills that they need to succeed in Australian schools. And when asking these questions about prior schooling, it's important that the interviewer is sensitive in asking additional questions why a student may be unable to attend school. Excuse me.

So.....question three relates to the home language literacy that a student has. And home language literacy is strongly related to a student's competence and ability to learn to read and write in English. The latest research in plurilingualism and second-language acquisition shows that all language skills are an asset in learning a language, so recognising and supporting these students who have literacy in other languages will support them in the classroom as well, in their engagement and in their wellbeing. Some students, especially the younger students in Foundation, or Grade 1 or Grade 2 Foundation, may not be expected to have literacy skills in any language when they start school. However, they can still speak and understand their home language and this can still be used to support their learning. In some cases, an EAL student may have attended an Australian school for some time, but they may demonstrate limited learning. So, possible reasons for this may include medical conditions, learning difficulties, problems settling into life in a new country, or attendance at a school where specific EAL instruction was not given. So, the interviewer could ask additional questions to seek some...The reasons to some of these problems, but should do so with sensitivity. The parents or the carers may not be able to provide accurate descriptions of the student's prior learning, and the enrolling school may need to rely on transition reports from previous schools to help them determine how long the student has been learning and using English.

And, so, question five and six also relates to the child's previous experience of schooling in Australia, and that will give you an indication of what they could do and which pathways that they could potentially go on. If there is a transition report from the child's previous school, they may already be assessed against the EAL curriculum and that could be a starting point for you, where they are currently on the curriculum.

So, question six relates to eliciting personal information from the student. And you may be able to use this knowledge to help you build rapport with the child. So, the language and learning interview can be used as the starting point to develop a sociolinguistic profile of the EAL student. A sociolinguistic profile will recognise that the EAL student's ability to learn English is impacted by their prior learning, their cultural background and their life experiences. It gives you the information that you can use to cater to their individual needs and to understand the plurilingual nature of each child. It's a living document where you can add information to as you get to know the student more. So, best practice sociolinguistic profiles will contain information about the student and the family language and literacy experience, practices and proficiency, their experiences before they came to Australia and any experiences that could impact on their learning, any family support that the student has in Australia, their dietary requirements, medical issues and any reports from previous schools that could be used to inform your understanding of that learner.

So, what do we do with information about the students? Schools should ensure that they have processes in place to communicate this information about the students language and learning background and other factors impacting on their proficiency and capacity to learn to the appropriate staff. At a minimum, this would be to the EAL teacher and the classroom teacher. However, because all teachers are responsible for the EAL student's learning, it could also be important to develop a process to provide the relevant information to all the other teachers. So, the information gathered during the interview will assist the responsible teacher or teachers to make decisions about which level and pathway is most appropriate for the student.

So, gathering and sharing information is an ongoing process.

Families and students may build trust with your school over time and they will share, or may share, additional information at a later date. Other staff in your school, such as the Multicultural Education Aides, may also build relationships with families and they might receive additional information which should be passed on to the child's teachers.

Now I'm going to give a brief overview of Pathways A and B, and then we'll look at some sample progressions in Pathways A and B to see how EAL students' life experiences might impact on their learning at school.

So, the Victorian curriculum EAL F-10 pathways is based on 'immersion points'. The immersion points relate to the time in a student's school life in which they become immersed in an English-speaking environment.

So, students at Pathway Aare at the beginning stages of their school life. And students at Pathway B are at the mid-stages in their school lives when they become immersed in an English-speaking environment. And although there are age-related considerations to determine the most appropriate pathways for the students, schools have some flexibility in making decisions on where students are placed. The mapping of Pathway B as Year 3 to 8 is a new construct in the EAL curriculum.

It should be noted that the VCAA's advice is that Pathway B, which is mid-immersion here, aligns most closely with the Years 3 to 8.The Department's advice to schools is that there may be situations where it is also appropriate for a Year 2 student to be placed on the B pathway towards the end of Year 2, rather than transitioning to English. And this is because there is an increase in cognitive demand and academic language between Year 2 and Year 3. An EAL student may appear to be at mainstream level in Year 1 and Year 2. But then they may fall behind in Year 3 as learning and language expectations increase.

Similarly, the situation in which a student would remain on Pathway B when they commence secondary schooling is not typical .It would relate to a situation where the student is starting in a primary school on Pathway Band remaining on Pathway B going into secondary and not starting Pathway B in Year 7 or 8. And I will elaborate on this a little bit later as well.

So, what do the levels in Pathway A mean? Students in Pathway A are entering an English immersion environment at the beginning stages of their school lives. So, these students may or may not have experiences of preschool or formal learning in their home language, but they are able to interact and communicate using known languages and non-verbal language. So, there are two levels in Pathway A -which is A1 and A2.A1 relates to the students who have little or no experience of literacy in English.A2 relates to the students who have either emerging or consolidating levels of English proficiency. So, students who enter Foundation are generally considered to be pre-literate, regardless of their language background, and, therefore, there is no level AL. EAL students who enter Foundation with minimal literacy in other languages will begin their early immersion in English at level A1.

So, what do the levels in Pathway B mean? Students in Pathway B are entering an English immersion environment midway through their school lives. There are four levels of language learning. BL would be most suitable for the students who have no or limited prior formal learning, or limited literacy levels in English and their first language. And depending on...So, BL would most accurately describe a lot of the refugee students with interrupted or no schooling. And for all other learners, depending on their proficiency in English, they may begin Pathway B at B1, B2 or B3 level. It is up to the school and the teachers to conduct assessments to find out where they are placed.

So, as mentioned previously, the VCAA advises that the Pathway B is most closely aligned with Years 3 to 8. That's these ones - the dark green ones here. However, the Department's advice is that there may be a situation where it is also appropriate for a Year 2 student to be placed onto the B pathway towards the end of the Year 2,rather than transitioning them to English. So, if you have a student in Year 2 reaching the A2 standard towards the end of the year, you have...you actually have the option of keeping the student on the EAL curriculum and moving them onto the B pathways here.

So, BL, B1, B2 or B3. You will need to assess the students individually, to determine which level on the B pathways is most suitable for the student to transition into. It is not an automatic A2transitions into B2 situation. It all depends on what the child can do, in relation to Pathway B. So, in the Year 7 to 10 secondary school, the EAL students will all start on Pathway C. There could be circumstances where, in a P-10 school, students enrol at the end of primary, in Grade 6, on the B levels, and rather than transitioning them from the B levels to the C levels, the middle years EAL teacher might decide to keep them on the B level going into Year 7 and Year 8.....um, If there is continuity of program and the EAL teachers are familiar with the child from Grade 6 onwards. So, that would be a situation where it is appropriate to keep the students on the B pathways going into secondary, and staying on the B pathways.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2020