**[Craig Smith]:** Hello and welcome, everyone. My name is Craig Smith. I'm the F-10 unit manager here at the VCAA. And it's my very great pleasure to introduce you to one of my colleagues from the Department for Education Training, Chris Finch. Chris will be giving...leading today's presentation on the new EAL curriculum. And this presentation has been designed for teachers who are already familiar with the EAL companion to AusVELS and the EAL Developmental Continuum.

Before I start, I would like to.....start with an acknowledgement of country. I'd like to acknowledge the traditional owners of the land we are meeting on and pay my respects to their elders, past, present and emerging. The Aboriginal Cultural Heritage Register and Information System, ACHRIS, provides an online tool with information about the boundaries of the traditional owners here in Victoria, and if you care to follow that link after this presentation or a moment of your own time, you will find out more. They've got an interactive map of the various places of country and where the traditional owners are here in the state of Victoria.

So the other thing I'd like to mention before I hand the microphone over to Chris is this is the fifth of a nine series program the VCAA is hosting to introduce you all to the new English as an Additional Language curriculum. We've got one more webinar happening this month, which will be on Thursday. And then the remaining three will occur in October. So if you haven't had a chance to go and have a look and register for those, please do so. The other thing I'll mention is that decisions will be recorded. We will be putting them up. With each webinar that we put out, they're always accompanied by a transcript. The transcript does take a little bit of time to do. But I'm really pleased to say the first EAL presentations or webinars that we ran a couple of weeks ago are either just about to go up or be up shortly. I would go back and have a look under the EAL resources page from the F-10 curriculum on the VCAA website to find copies of those presentations. So without further ado, I'll pass over to Chris. Welcome, Chris.

**[Chris Finch]:** Thank you. Thank you, Craig. And hello, everybody. Good afternoon. I'd like to add my acknowledgement of country and I'm speaking to you today from the lands of the Wurundjeri people near the banks of the Maribyrnong River.

I invite you to acknowledge where you're meeting.....attending the meeting from, if you'd like to do that through the chat. And so that just draws my attention to differentiating between the chat function and the Q&A function. So, on your screen, you can find the chat because it's got a speech bubble. And the Q&A function, if you want to pose a question, is on the right of that under a little ellipsis. So those things are two...are quite different and we can operate better if we use the Q&A function for questions and answers. The other tips for those of you who might be having sound issues. You've got two options for sound. On the far left you've got the mute and unmute microphone. Unless you're going to speak, you don't need to use that. You can do audio broadcast, which is a lot stronger in terms of sound. So just a couple of tips I picked up from being in the other sessions of these.

I'd also like, of course, to acknowledge that, you know, everybody out there is doing a very difficult job at this point in time, and that we in the department and our colleagues who work for VCAA and Catholic Ed, you know, are here to support you. And thank you for taking the time to attend this webinar when we know that you're under a lot of pressure at the moment.

I just want to start by talking about what I'm assuming in terms of making this presentation. So I'm assuming that the people who are listening are familiar with and using the current curriculum assessment document, that is the companion that you're familiar with and use the continuum for planning your programs and for monitoring and reporting the progress of students who haven't achieved a standard, and that you're mostly Victorian government, Catholic or independent school teachers.

So I'm going to try to cover some of the issues that we've become aware of in the past 12 months in our conversations with the VCAA and Catholic Ed and independent schools and teachers. And, you know, please, I invite you to add your questions to the Q&A session. My colleagues Anna-Lise and Yan Yeo are online. Mollie Daphne from the Catholic Ed is online and Craig's online to answer those questions. But we will, of course, have a second half of the session about questions and going into deeper discussion if we need to then.

Whoops. Sorry.

So, the resources...The slides that I'm using today are heavily drawn from the material that we've already developed in order to support schools and teachers to become familiar with the curriculum. And these are accessible to everybody, not just government school teachers, on the site that we call FUSE - Find Use Share Education. That's the link above. But you can easily google FUSE and then EAL curriculum once you get there. And these resources, we've made them so teachers can use them individually to study or become familiar with in, but you could also use them to run a small session in a staff workshop or a curriculum day or things like that. So I'm using those to present and this is a very static presentation because I know there are a lot of people online, but within those resources also got sort of guide questions for discussion to make the conversation a little bit more dynamic if you are using them in a staff meeting.

So, just to start off with, the context is...From 2021, all Victorian government schools and Catholic schools will be expected to use the Victorian curriculum F-10 for curriculum and assessment purposes. That is, to assess the learning and plan for the learning and assess it against the achievement standards of the Victorian curriculum F-10. Independent schools, as is currently the case, have the choice about what they do. Alongside that, the department is going to provide a tool that will allow teachers to monitor and report the progress of students towards those standards. It will be based, that tool, on the EAL Developmental Continuum. And we've already released a version of that this year. So, because of COVID-19 and our current learning from home arrangements, we haven't been able to have a general consultation around that. I'll speak a bit more about that at the end, but we will be putting a draft feedback out in term four to support your monitoring and assess...monitoring and reporting of kids who haven't yet reached the standard. And there's also a seminar planned for October specifically about assessment and reporting, because we know those are very common questions.

So, why have we changed to a new curriculum? As you can see there, you know, we...it has been a while since we've had a new curriculum and the Victorian curriculum itself was.....first fully implemented in 2017, so it's a very positive step for EAL that we are now fully included. We actually started this process at the end of 2015 so that the VCAA was onto it, I suppose, a very, very short time after the rest of the curriculum was adapted. But it has been a very long process and I think that the product that we have in the end is really very strong. Because it builds on sort of 30 or more years of research in the EAL field and it builds on all of those seminal documents that you might be aware of, like the EAL scales.

So, you know, particularly at the moment, if you're a bit fatigued by change or this incredibly challenging year that we're living through, there is plenty that will be familiar in this new curriculum. And in terms of your teaching and learning, it's more likely that you're about.....it's about adjusting your program and reviewing what you've currently gotten and seeing how it fits rather than taking a whole new approach or writing a whole new curriculum.

So the next big question that a lot of people have had, and we have talked about this being a curriculum for all teachers, is how does it actually relate to other learning areas? And while this may not be your direct concern as an EAL teacher, you are the people who know it's critical that those students, particularly our students, particularly the older they get, get teaching that gives them access to content and doesn't equate their language proficiency with their capacity to learn. So in terms of the statement that I'm sure you've heard that this is an EAL curriculum for all teachers and for EAL students in all learning areas, it does not mean that those teachers need to teach the whole EAL curriculum. What it does mean is that they need to understand what language the students need to know to access the content of their learning areas, they need to understand students' backgrounds and proficiency levels, and they need to use that knowledge to support EAL students to access the content.

So for people like yourselves, like EAL specialists, it might mean that there's a different way of engaging with subject area specialists or teachers to support them, to understand language requirements for the areas, or to adapt the content. It could be that there's an opportunity for you to have a discussion at your leadership level in the school about ways that you work in the school and what support you provide for other people.

So I want to give a specific example. Just to clarify this that we're not saying that teachers are teaching the EAL curriculum. So I had a look, for example. In the Design and Technologies level 7 and 8 curriculum, there's a content descriptor for food specialisations, which is about analysing how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating.

Now, just an aside, I did teach Food Technology to a Year 8 group once and our content was much simpler...much simpler than that. However, the elaboration is explaining how food preparation techniques impact on sensory properties of food.

So if you're going to teach kids and get them to do that content description to come to the explaining, you know, the teacher might need students to read and follow one or more recipe, provide a written explanation of the results that were produced by different techniques. So that teacher might well demonstrate the techniques or the recipes they should. But they should also know the EAL students are familiar with the structural format of a recipe and be able to.....where they can identify or understand the imperative verbs that you get in a recipe or the sequencing words, that they know of a subject specific vocabulary and that then they understand the purpose and the structure of the explanation they have to write to meet that kind of content description. There's quite a lot that you can draw from just what people in the other areas are expected to do, that they need to know about language and the language that students have or don't have in order to support them.

So if you wanted to equate that with where we are in the EAL curriculum, if you look at the C pathway, students who are working towards C2 are still working to be able to identify different forms of texts or interpret the way information is organised in texts. So that text format of a recipe may be extremely foreign. And of course, you're going to have kids who are from CL, C1, C2, if you're just talking about the whole group before they've reached that achievement standard. They might need to recognise common vocabulary and learn topic specific vocabulary. And in terms of writing, they'd be working towards using the modelled subject specific vocabularies appropriately, and being able to organise the content of a topic at paragraph level with teacher guidance. So, you know, students who have not.....yet achieved C2 are really going to have a very hard ask to write an explanation of why different techniques have...result in different food textures and sensory smells and so on. So it is incumbent, I suppose, upon those teachers to recognise that teaching content is totally reliant on the teaching of language because it's their responsibility to teach the content. It doesn't mean that every content area teacher can come to you and say, "Well, you need to teach the kids how to do this so that they can do it in my class." So, although we've often said in the past that all teachers are teachers of EAL, and I'm sure you've heard that quite often, we're not asking content teachers to become EAL teachers with the curriculum. We're trying to support them to become better content teachers, better teachers of design and technologies or science or humanities, by helping them give their students access to the content through the language.

Now, on this slide, I've also got the second point about.....recognises that EAL students know that one language...know more than one language and that they are plurilingual. Means they have a range of linguistic and cultural knowledge that can be activated. So, in terms of that, we are not saying teachers need to be able to speak multiple languages. We are not saying teachers need to be able to assess their students' plurilingual capacities. These are not...the plurilingual strand is not part of the achievement standard.

You do need to know and understand, of course, that this curriculum comes from the point of view that all language or knowledge can support further language learning. That we believe using one language for speech or reading and writing does not hinder the learning of another. And you need to know how to enable students to use their own language knowledge to learn. And that might be as simple as asking questions about, you know, comparing the vocabulary in one language with another or about the way a grammatical function works in a language that the student knows, encouraging students to discuss concepts in a language in which they're more proficient before they start to try to write in English. So these are...the elaborations in this curriculum actually provide a lot of support for that. And we'll look at that a bit more later.

So, I...

This diagram is also on the resources on FUSE. So if your screen is small and it's difficult to read, you can go and look at those resources again to have a look at it. And this is just an attempt to set out in one page really quickly what it is that is in the curriculum. So, where you are familiar with a lot of things, the key elements in these diagrams, we have three pathways which we have three stages in the current set-up. You can see the words...Sorry, the labels for the levels are quite familiar. We have the same modes. We have strands, which is a familiar thing in English, and sub-strands. And then they have content descriptors, elaborations and achievement standards for each of those areas. So in terms of what's the same as with the companion in the continuum and what has changed. So, pathways. Obviously, we still have three points of entry and we have a curriculum relevant to each one, and we still are calling A and B for the primary levels. S has been relabelled as C for students in the secondary years. And the points of entry are about when the child has commenced the English medium education, as well as there being an overlap in the year level ranges. And I'll talk a little bit more about that overlap shortly. The levels - we still have the same number of levels and we still have the pre-literate levels. Again, the relabelling. The modes are the same. In terms of the continuum, we had the aspects of language development, which were part of the indicators of progress, and they've been reorganised into strands and sub-strands as below. So the linguistic structures and features have been maintained. The three grammatical.....phonological and so on, that were on the previous slide, they're still in there. There's no space on this page. I couldn't add them in. Some of the content of 'Text and text responses', which is text structure and organisation, is now under 'Linguistic structures and features'. But it's still there. And some of it's gone into 'Communication', as has the stuff that was under 'Maintaining and negotiating communication'. Then 'Cultural conventions of language use' has become 'Cultural and plurilingual awareness'. We have 'Cultural understandings', which is very much the cultural conventions content. And then we have the new 'Plurilingual strategies' sub-strand, which again, I'll talk about it. What I think is the other change that is really exciting is that, you know, EAL is now a distinct learning area. So it's not a companion to English. So we've lost the title of companion. It is the Victorian curriculum EAL. And so that status actually can help in many ways in terms of structural things and within your school, saying, you know, what is the position of this? It's a companion in terms of being part of the English learning area, but it's not sort of subservient, I suppose, for want of a better word. So just a little bit more on what has changed and what's the same. So the curriculum has content descriptions and elaborations. This is teachable content. And that is probably what is lacking more in the companion in the previous document. So in order to look at what that appropriate content was and elaborating what that might mean, the indicators of progress in the EAL Developmental Continuum have been reviewed and included where appropriate and possible there.

What is the same about achievement standards? The achievement standards of the companion and the curriculum are very much in sync, I suppose. There's a high level of correspondence I've written there. So we'll have a quick look at that in a minute. And again, it's something you'll...as part of your review of what you're doing and how you're going to implement is you would be looking at that in your area. What has been a really great achievement, a great piece of work that the VCAA has done is that they have updated the terminology. It's much more consistent and it's much less deficit. So it's really looking positively at what students can doing...are doing. They've also worked hard to make there a clear progression of learning and you'll see that through the scope and sequence documents. And finally, in terms of assessment and reporting, as before, the curriculum document itself does not have progression profiles of what some of you might call substages. So the curriculum document is about what you teach and what you're trying to achieve at standard level. Within the department, we have our advice about assessment or reporting, or reporting and monitoring, whatever you want to call it, that allows you to report on the progress towards.....those achievement standards. So, beginning, consolidating or, if you like, point 1, point 2. So, what is...what we've tried to do in this piece of work is to make it really clear what is curriculum and assessment and what is reporting and delineate those things. And the EAL Developmental Continuum will be archived from 2021.So this is just another sort of visual, which quickly shows you the comparison, I suppose, of the two thing. Again, there's a high level alignment.

Now, I talked before about the mapping of Pathway B. We have acknowledged that we have here...We put Years 2-8 and the VCAA have put Years 3-8. I'll talk about that and there's more detail in the dot points on the next slide. Just show you that. I'll allow you to read that while I just sort of talk about what it means. So we're talking about...Why have we got overlapping the year levels? And we understand that, you know, this could present some conceptual challenges because it is change, it's a new construct, and that you could be put on to be in Year 2 or 3. Year 2 or Year 7 and 8. What we're trying to allow for is situations where it might be appropriate that a Year 2 student, because of various reasons, could be placed on the B2 pathway towards the end of Year 2 in preference to being transitioned to English. So we know that there's an increase in cognitive demand and the academic language that kids are.....that kids are exposed to in Year 3, from Year 2 to Year 3. And so we know that a kid could appear to be in mainstream level in Year 1 or 2, but might fall behind in Year 3 because of the change in those expectations. And so it might be preferable for the school to start the child onto the B Pathway to extend some of those descript.....content descriptions for that particular child before they move into Year 3. Similarly, you know, a situation when they would stay on the B Pathway as they commence secondary schooling. It wouldn't be a typical situation, but it would...It would be about students remaining on that pathway, not commencing that pathway in Years 7 and 8. I'm sure there'll be a few questions about that, but we are standing by, ready to answer them.

OK. I just want to quickly talk about some of the things that you can look at in terms of the website, when you're looking at the website to help you navigate it a bit more. I think we'll leave that to you to explore further. But very quickly, when you go to the front page, you know, you choose the pathway. So you select your pathway. And then the electronic version of the curriculum you can see has quite...quite clearly set out the content descriptions, the levels and mode and the things you have to teach. Now, one really good thing for EAL teachers, and you can reflect on this if you want with your colleagues, is that speaking and listening is the first mode we list in the EAL curriculum as opposed to English, where reading and viewing is listed first. So when you're navigating through the electronic curriculum, you select a pathway and then you see the levels within that pathway. Under those levels, you have a number of content descriptions. You'll see the strand and the sub-strand and each content description has a unique code. You can then hover over that code to see the elaborations. So when we're talking about...And I realise this probably very, very small for people to see. When we're talking about.....modal verbs or something, the elaborations will help you if you're not familiar with what modal verbs are to understand that. And that's just an illustration of what happens when you do that and hover over it. So in this case, range of verb forms talking about things ending in 'ing' and 'ed' or auxiliary verbs. One of the things we do want to make sure people are aware of is that.....elaborations can help you work out how the curriculum could become classroom learning activities. They're not mandatory. They're advisory only. And they should definitely not be used as a checklist or a rubric for assessing a student against an achievement standard. The other way you can view the curriculum is through a Scope and Sequence document, and for EAL, what's really useful about this is you can print it out. You can look along.....the levels, so this is Level B -speaking, listening. So, starting from BL and developing through to B3, you can look at how students, for example, that first example, how students participate in interactions and oral interactions and how it develops over time. So it does give you that sense of that it's a continuum. Now, I'm going to continue on. I would encourage you to go and look at both those formats of the ways you can look at the curriculum and use the curriculum when you have time to explore it.

So, this is what you really want to know. What does this new curriculum mean to me? So number one, you will need to implement it. So the 2021 timeline for implementation is required for government and Catholic schools, as I said before. You may decide to take more of a whole school approach. I'd certainly encourage you to have a conversation with your school leaders about what it might mean for your school.

In terms of a resource to support that, the department has developed, and it's available to everyone from our website, the new school implementation guide, which goes through a series of steps that you can go through if you need to to help implement that curriculum. And the second webinar in this system...this series contains some more detailed information about that process. The second implication for you is that if you've already been teaching towards the achievement standards as a companion, then compare the standards of the two curriculum for the students you're teaching or.....that the standards you've been using and you will see that the changes are primarily...There's a lot of congruence. The change is primarily linguistic choices. So, as you can see in this example, from level to stage, from the 'they' to 'students', there is reframing to remove deficit language. And I don't have an example in front of me there. And there is updating to modernise, include modern technology. So here we have added in these texts, maybe print or digital, including vision, multi-modal, and interactive. So there is a really high level of congruence. And before starting anything, I would.....be taking a look at that, the level of students you're teaching, the teaching learning standards appropriate to them, and "What degree of change am I looking at? Third point for you is that if you've been using the indicators of progress in the Developmental Continuum to monitor and report on your students' progress or to plan your teaching and learning, then again, a comparison will really help you. You can see where those indicators have been used as content descriptors, so you are teaching much the same stuff, or as elaborations. The examples that I've just provided there, and this is just for brevity, I've just picked a couple out, in the continuum you have something like "respond appropriately in different classroom activities." For example, participate in brainstorm...brainstorming. You have the same descriptor in the curriculum with two elaborations, one interacting appropriately for situations, formulating a structured response or listening to other speakers formulate a relative response. For example, participating in brainstorming. So the high level of incongruence, strong connections between the two and, in a lot of cases, re-organised information shows the significant support in the curriculum for you to continue to develop your teaching and learning plans using that curriculum. I would have a look at that. I would consider what impact that may have on things you've already got...that you're already using, particular lesson plans or units of work or year level and curriculum plans, those sort of things.

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