**[Kellie Heintz]:** So, Good afternoon and welcome to the fourth webinar in our suite of professional learning sessions that will focus on the implementation of the Victorian curriculum, F-10 English as an Additional Language.

Before we begin our session today, I would like to acknowledge 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 that will walk with us on our journey.

Thank you all for your attendance this afternoon at this very challenging time for all of us. My name is Kellie Heintz, and I am the EAL curriculum manager at the Victorian Curriculum and Assessment Authority, and I'll be hosting your webinar this afternoon. I would like to inform you that this presentation is being recorded and that the slides as recorded will be made available once they have been edited. This will take a short amount of time, so we'll keep you posted through our usual communication channels about their availability. They will be ready as soon as possible.

Today in this webinar, we have more than 400 participants, who come from English language schools, English language centres and work with English language programs, as well as a range of EAL stakeholders. We will be managing questions through the question-and-answer function of the software. So, please be mindful that with such a large audience, a lot of questions are generated, so today we will attempt to answer as many as possible either throughout the session or at the end. Helping us today with the answering of those questions are our colleagues from the Department of Education and Training, Anna-Lise Wallis and Chris Finch. And we also have Mollie Daphne, representing the Catholic sector. So if you have specific questions that pertain to these sectors, please don't hesitate to put the questions in the Q and A box. Just for our assistance, could you please refrain from using the chat function? We'd prefer you to just use the question and answer function.

So I'd now like to introduce you to our presenter today. We have Mark Melican, who is the principal at Blackburn Language School. He's also a committee member, of VicTESOL, so he'll be representing VicTESOL perspective today. His presentation is tailored to teachers of new arrivals in the number of settings that you might find yourselves across the state. So I'd like now to hand over to Mark. Thank you, Mark.

**[Mark Melican]:** Thank you, Kellie.

So, welcome, everybody. Today's session objectives are to have a look at the curriculum, an overview of the curriculum, to be introduced to the features and the content, to navigate around the tool to gain greater familiarity, some suggestions around the application of the curriculum, some resources that are additional supports to the curriculum, and also just to introduce you to a curriculum and planning self-assessment tool that is available through the VCAA website. We'll start today by contextualising where the Victorian EAL curriculum F-10 sits.

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The EAL curriculum F-10 is one of the many curriculum areas that make up the Victorian Curriculum Foundation to 10.For the first time as part of the suite of curriculum areas that make up the Victorian curriculum, the EAL curriculum stands alone as a discrete curriculum, not as a companion to the English curriculum. We'll start by looking at the rationale.

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The rationale was the first statement that you see when you go online and find the curriculum. The full rationale statement is followed by aims, by the aims statement, and we'll have a look at that now. I recommend that this is just a precis of the rationale and also a summary of the aims. So I encourage you to look at the full statements within the curriculum.

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So, much of today's webinar will focus on the content of the EAL curriculum, how to navigate around the tool and the distinctive components that make up the curriculum. We'll now have a look at what makes up the curriculum. So the main components of the curriculum are the pathways and levels, the language modes - Speaking and Listening, Reading and Viewing, and Writing -strands and sub-strands. So I've just listed the strands here, and they are Communication, Cultural and plurilingual awareness, and Linguistic structures and features. We also will look at the content descriptions, the elaborations and the achievement standards.

The F-10 EAL Pathways.

This is the pathways visual that represents the movement across pathways, starting for very beginner level learners in the very lightly shaded area to the left of the tool, and then moving to the right as students move through the levels and gain greater levels of proficiency in English language. As you can see, there are three pathways. Two will be very familiar to you.

Pathway A - it is unchanged from the previous curriculum, as is Pathway B. The name at least has changed...has not changed, but the.....the coverage, the years that these C-level covers, has been expanded to students from years 3 to years 8.And the third pathway - Pathway C -replaces what was previously referred to as Pathway S, and that covers levels across 7 to 10. And as you can see, in Pathway A, there are two levels - that's unchanged. Pathway B, four levels, also unchanged from the last curriculum. And Pathway C, five levels, also unchanged from the last curriculum.

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When you go into the document, you'll see that they are presented as those three links below indicate. We will not go there just yet, but we will navigate around that later. These three Scope and Sequence pathway documents can be printed in an A3 format, but we'll talk about access and downloading options also later in the presentation. So, the learning in EAL.

The language modes are the three areas of focus -Speaking and Listening, Reading and Viewing, and Writing. And the language strands are Communication, Cultural and plurilingual awareness, and Linguistic structures and features .In addition to that, there are sub-strands. Communication as a strand does not have sub-strands. Cultural and plurilingual awareness, however, do have two sub-strands - Cultural understandings and Plurilingual strategies .Whereas Linguistic structures and features has four sub-strands -Text structure and organisation, Grammatical patterns, Word knowledge, and Grapho-phonics for reading and writing, and phonology for speaking and listening. Then we come to the content descriptions.

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We will now look at some of these...a couple of examples of these content descriptions. So, this is the structure. We have a level. So, for example, we've got this sample here of Level B2, and we're looking at the mode of Writing. And then we're looking at the strand Text structure and organisation.....sorry, Linguistic structures and features, and the sub-strand Text structure and organisation. And below that sits the content descriptions - the skills, the actions, that are teachable. And I've just highlighted those a little bit in a larger format so you can easily read them. So just those B2 writing ones, that we referenced just back here in Linguistic structures and features, under the sub-strand Text structure and organisation, we have, for example, students at that level, in B2, in their writing will use heading and text formats appropriate to the task. They'll write in simple paragraphs with a logical sequence of sentences. They will use simple time sequence markers and pronoun references to connect ideas in a text. Now, as you can see, this gives you very...you as teachers very explicit direction around what you need to teach and what students need to learn.

Now, the elaborations provide more explicit direction. So, each content description has a elaboration or a number of elaborations, and when we have a look at the tool, I'll show you how they're presented.

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An example of a content description and the elaborations to support it from B2 scope and sequence chart. This is one example. So, once again, we're looking at B2 Writing. We're looking at Linguistic structures and features as a strand. We're looking at the sub-strand Text structure and organisation. And in that you'll find the statement, the content description -"Write simple paragraphs with a logical sequence of sentences." If you see this little link here at the end, when we go into the tool, you'll find that the content descriptions in one level of presentation allow you to access the elaborations that sit below it, or can be accessed by that link. So, the elaborations for this content description - "Write simple paragraphs with a logical sequence of sentences" - include grouping sentences about the same topic into a paragraph, organising sentences using a simple sequence, for example, chronological order of events or strong to weak arguments, using key words to write simple topic sentences that state the main idea of the paragraph.

Now, as you can see, they provide that more...greater granularity, much more refinement around what you might choose to do in order to address that content description in your teaching and what you what your learners to learn as an outcome of that teaching.

This is another example, too. This one comes from C2 scope and sequence chart, and it's in Speaking and Listening in the communication strand and as I said, communication doesn't have a sub-strand and the content description is "Negotiate interactions with reliance on an attentive conversation partner." And the elaborations. We see expressing...we expect students to be able to express complex thoughts and feelings in familiar situations ,to seek assistance or feedback from speech partners to formulate or confirm corrected expressions, to clarify and elaborate on meanings by recasting and defining what has been said.

The achievement standards.

At the end of each level - for example, A1, A2, through the Bs and through the C levels -of the EAL Curriculum in each of the modes, Speaking and Listening, Reading and Viewing ,and Writing, sit the Achievement Standard. These statements sum up what students who have reached the respective standard have learned and are able to demonstrate. They are virtually unchanged from the Achievement Standards from the English as an Additional Language (EAL) Companion to AusVELS, the predecessor to this curriculum. For example, in B2 Writing Achievement, the only difference from the previous Achievement Standard in the previous curriculum document, he only addition is, "They use more advanced software functions to write, edit and present their texts," just to reflect, obviously, the changing incorporation of IT practices into the classroom. So, when planning, identifying the learning accomplishments in the Achievement Standard will assist teachers to focus planning, teaching and learning to the stated outcome.

Plurilingualism.

Plurilingualism is an additional feature of this new curriculum.....and it comes as part of the Cultural and plurilingual awareness strand. And it's... Plurilingual strategies is the sub-strand that sits below it. And so, once again, there are content descriptions that talk about what students should be doing in terms, or could be doing, to assist them in order to communicate. But let's just go to the definition of plurilingual awareness. Plurilingual awareness refers to understanding that people can use knowledge of more than one language to learn and communicate. It involves understanding that all languages spoken or used by a person form a repertoire that can be drawn upon, and rather than seeing proficiency in one language as having no impact on capacity to learn another. I think that, for those of us who have worked in EAL for a long time may go back to the time to remember that the destination curriculum was always teaching students how to learn English .And we often talked about things like first language interference. Well, we no longer refer to that. We now see that all languages form a repertoire, a rich pool of knowledge from which students can draw upon and that assists them in gaining fluency and competency in their target.....in the new language that they are learning. So, teachers can gain familiarity and apply the opportunities that the content descriptions and elaborations provide within the Plurilingual strategies sub-strand.

However - and this is an important point - it is not an area of the curriculum that is referenced in the Achievement Standard and, as such, it is not assessed.

So, it lists ways and means by which you can draw upon, recognise, celebrate, etc, the languages that the students in your classroom use in many different contexts across their world. It's to legitimise them, it's to celebrate them, and it's to use them in order to gain and advance their learning in English.

Navigating the EAL curriculum.

On the left here, we just have what we see when we look at.....when we first reach the Victorian Curriculum Foundation-10 for English as an Additional Language. And we have...If we look down on the left hand side, we have the Rationale and Aims, and we've spoken about them. The structure - I've spoken about this. Learning in English as an Second Language, Scope and Sequence, Resources, and Glossary. We'll go through them. But just to reiterate, the structure is organised by pathways, language modes and strands. So, the pathways are A, B and C. Now, Peter, I'd like to go to the curriculum documents, so we can look at the Scope and Sequence Pathway for pathway B.

**[Peter]:** OK, Mark, so, we're on the Victorian Curriculum website and I'll select English, and then English as an Additional Language to get to where you want to talk about.

**[Mark Melican]:** Great. And Peter, can you then go to the Mid...Pathway B, the Mid Immersion pathway, and we'll have a look at that?

**[Peter]:** Yep.

**[Mark Melican]:** Great. So, as we have a...Thanks, Peter, for moving that up. As we look at this, we'll see that, um...Maybe we'll just go up a bit. Yep, great...that the four B levels.....can be now seen across the top. So, we've got to tab it on the right and the 'next' to go...to include B4 and then back if we want to include BL. So, this is the way that the three pathways are presented -the B level one, the A level one, and also the C level one. So, it presents the four B levels horizontally across three modes. This is really important, so it can be read as a continuum. So, you can look at Speaking and Listening communications with BL level and find that they demonstrate listening behaviours, attending to tone and intonation. Then, for B1 students, they demonstrate active listening skills, attending to tone, intonation and body language. But it's different. And then, if we move to B2, demonstrate independence in extended conversation. So we see that increasing level of complexity and proficiency as the students move across the B pathway. As we go down, horizontally, we can see that it's arranged according to the mode. So, we start at the top. Peter, if we just go back up there a little bit ,we can see that we're starting with Speaking and Listening, And then we go down further, through all the Speaking and Listening strands and sub-strands to Reading and Viewing. And eventually, we move through all those strands and sub-strands to Writing. And once again, we look at Writing, we look at Communication as a strand, we look as Cultural and plurilingual awareness as a strand, and then we look at Text structure and organisation as.....part of the Linguistic structures and features strand. So, it's Text structure and organisation, then we move down to Grammatical patterns, Word knowledge and Grapho-phonics. And at the end of the statement, we reach the Achievement Standards. And when I spoke earlier about the Achievement Standards...The Achievement Standards have lots of statements around what students can do, or do. So, for example, students communicate, students use common.....use common adjectives, they use reflective grammar, they read, they retell. It gives you all the actions that you can expect to see a student exhibiting, and so it helps you to define whether that student's reached that level, and therefore the achievement, and can move on then to the next level within the pathway. We might just go back to the top now, Peter, and so we can have a look at another way of viewing. So, here on the left, where it says 'view', we have three options. So, we might go to the first one on the left, Peter. Thanks. And that one...the way that that...what that does is it opens up the B level, it provides a description around what BL, for example, in this one that we're looking at...And, yeah, with the 'show more' button, you can have a full statement around what that.....a description of students and what...how...where they're functioning at in this level. Then we go... The first view opens with the curriculum and the provision of that description. The modes are placed alongside each other in this presentation. Content Descriptions, the statements within the modes, as you can see, for example, the first one here, that Peter's got the arrow at on the left here - "Demonstrate listening behaviours, attending to tone and intonation." And that little reference there will take yo uto the content...the elaborations, and see....."Demonstrate listening behaviour, attending to tone." Then it tells you what the elaborations are. So, you can look at those statements in that arrangement. And that goes down ,all the way through the modes.....and then through the strands, and then through to the Achievement Standards once again. So that's just another way of looking at that, first option.

If we go back to the top, Peter, and look at the second view option.....they can view options arranged in a diff...Yep...in a different way.

The second view option reorders the same content, but by level.....with the modes listed in descending order. The content descriptions can be seen across all levels in this view. Great. And then the third option ,the final view option, is ordered.....by levels - so, BL, followed by B1,followed by B2, etc. - highlighting the content descriptions and displaying the elaborations alongside the content descriptions. So, that's a very useful access point too. So, they're just three ways of accessing the pathways tab .That's... I would advise you, you know, to look really closely and familiarise yourself with all those different options.

The other thing, Peter, while we're here, we might just go up to the 'download' tab too. So, go up in the extreme right-hand top corner of the page, you've got the downloads. So, if we click on that, then we go down and we go into English as an Additional Language. Then we've got all the different options that we may wish to download, so we can download it all, we can just look at the cover page, we can look at the content descriptions, etc, etc. So, the download option gives you so many different ways of viewing and familiarising yourself with the curriculum.

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