**[Kellie Heintz]:** So, Good afternoon, and welcome to the third webinar in our suite of professional learning sessions that will focus on the implementation of the Victorian Curriculum F-10 EAL.

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 they will walk with us on our journey.

Thank you all for your attendance this afternoon at a very challenging time for all of us. We acknowledge that all of you teachers out there are under enormous pressure at this time and we are very grateful that you've taken the time to come to have a look at the new curriculum.

My name is Kellie Heintz and I am the EAL Curriculum Manager at the VCAA and I'll be hosting the webinar this afternoon. I would like to advise you that this presentation is being recorded and that the slides and the recording will be made available once they have been transcribed and edited. This will take a short amount of time, so we will 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 1,000 participants who come from Department of Education schools, Catholic schools and independent schools, as well as various EAL stakeholders. So I'll be managing the questions through the question and answer function of the software that you should see on the side of your screen. Please be mindful that such a large audience generates a large volume of questions, so we will attempt to answer as many as possible either through the session or at the end.

I would also now like to welcome some panellists that will be sitting in for us today to support us in the answering of your questions. We have our colleagues Chris Finch and Anna-Lise Wallis from the Department of Education and Training and also the F-10 Curriculum...Sorry - the F-10 manager for all the curriculum at VCAA, Craig Smith. I would like now to introduce you to Mollie Daphne, who is the project leader for the implementation of the Victorian Curriculum F-10 EAL at, um...she works at Catholic Education Melbourne, but she is responsible for Catholic Education Commission Victoria in her work. Her presentation is tailored to teachers in secondary settings, so her information will specifically target those teachers. I'd like to now welcome Mollie and thank her for putting together this presentation. Over to you, Mollie.

**[Mollie Daphne]:** Thanks, Kellie, and welcome to everybody. I'd just like to reiterate Kellie's sentiments. It is great that you're here today and making time and space to attend this session, even though I'm sure everybody has a lot going on.

So the presentation today will focus on how to use the EAL curriculum in secondary settings and how to unpack pathways B and C and how to use the language learning interview to understand the needs of EAL learners.

Before I begin, I'd just like to acknowledge the collaboration between the VCAA, DET, Catholic Education Commission Victoria and Independent Schools. And I'd also like to acknowledge Chermaine Thomas and my colleagues at CEM for their support in preparing this presentation.

Now, the aim of this session is to support you to understand how you can use the EAL curriculum in different subject areas in a secondary setting. This is to support EAL learners. We will also explore ways that you can collaborate to support EAL learners and also unpack the pathways C and B which are used in secondary settings. We'll also conduct a language learner interview... or not conduct the interview, but we will go through the interview process to look at ways that you can identify EAL learners .Now, this is a familiarisation and transition phase between English as an Additional Language being a companion to AusVELS and to the new F-10 EAL curriculum.

The new curriculum is expected to be implemented from 2021.This change means that EAL is now a stand-alone curriculum area that is structured very similar to the Victorian Curriculum with content descriptors and elaborations. This change means that the EAL curriculum is now accessible for all teachers and is to be used to support EAL learners as they engage with learning across different content areas. The new EAL curriculum creates access to learning areas for EAL students and supports learning and equity. It also recognises the strengths that EAL learners bring with them into the classroom through their linguistic and cultural resources, which can be used to support their learning and access to Victorian Curriculum areas. Sorry. What this means to you as a secondary teacher is that you will need to be aware of who your EAL learners are and have an understanding of the pathways EAL learners are on and the level of English language proficiency demonstrated at different levels. You'll also be able...will also need to be able to use the EAL curriculum to support language learning, including unpacking and explicitly teaching the language of your curriculum areas.

Now, the main aims of the new curriculum are to develop functional language and literacy skills in different modes of language .The aim is for EAL learners to understand how standard Australian English works in its spoken and print forms in combination with non-linguistic forms of communication to create meaning and to develop their plurilingual awareness and ways of using different languages and the roles these languages play in their lives and identities .It's also a tool to develop their communicative skills, linguistic knowledge and cultural understandings in English and other languages .For those familiar with the EAL Companion, some of the changes you will notice in a secondary setting is a move between EAL being a companion to English to its own curriculum area. The differences between secondary students moving through stages, referred to as S stages with levels, to now referring to those stages as pathways, again with levels that indicate progress. There's also a difference between the focus areas of language and the inclusion of sub strands and strands, most noticeably the inclusion of the plurilingual strand, which is using first language as a learning tool.

The new curriculum is designed to be used by all teachers. All teachers have a responsibility to use the curriculum to support language learning of EAL students. The curriculum supports you to teach the language of your student...Sorry. ..teach the language of your subject area - my mistake - and understand how EAL students develop their English language skills.

The curriculum is presented with content descriptors and elaborations for each pathway and level that the student is at .These descriptions indicate how language can be developed while students study the content of your curriculum area. For example, students need to interact with peers in pair and group activities and to do this, they will need to know certain language functions. This might be asking questions, clarifying or rephrasing. These are all activities that you can integrate into your content areas in different subject areas. The EAL curriculum is a tool which can be used by all teachers to identify the level and pathway of EAL learners that can be used to plan activities that develop language across different modes and strands. We're now going to share with you some ways in which you can use the curriculum. The idea here is that we're trying to animate the way the curriculum can be used in the classroom so you have an understanding of its role and its purpose.

So, first of all, if you were looking at some examples across the mode of speaking and listening, the curriculum content descriptors and elaborations support you to plan activities for your curriculum area. You may plan to develop communication skills by supporting students to prepare and deliver oral presentations with modelling and support and this can be done in PE classes or English classes.

You may encourage students to use their home languages to check their understanding, and again, this can be done across curriculum areas. You can also use the curriculum to support the learning of specific language of your content areas. When supporting their reading and viewing across the curriculum, the EAL curriculum guides you to support a student based on the pathway and level that the student is at. This might include visual aids to support their understanding if, for example, the student was working at a C3 level in reading and viewing, or it could be explicitly exploring text structure or social purpose, for example, in a health campaign. You may teach the purpose of cohesive markers used to navigate worded problems in maths. To support writing, you may allow them to plan and draft with support from peers and teachers. This can happen...this writing can happen in any of the learning areas. You may also incorporate explicit teaching of verb tenses, for example, for a type of text in your curriculum area, such as past tense when writing about historical events in humanities subjects.

Taking a collaborative approach working with EAL specialists in your school can help you to plan for the EAL learner using the curriculum. The EAL specialists in your school can support you with planning to teach the language of your content area and how you can use the EAL curriculum to scaffold language learning. To give you some more examples of the ways that you can teach content-specific language through the EAL curriculum, we've pulled out some examples of what you might do if you were teaching PE and, say, a unit on AFL.

So if you were teaching this unit, there would be specific language or specific words that a student might need to know. So the content words that you'd be looking at are words like 'ball', 'oval', 'boundary'. You might also need to teach a specific linguistic structure. For example, you might need to teach them how to follow an instruction, which would be placing a verb at the start of the sentence. So, for example, 'play on', 'pass', 'run'. You also may need to explicitly teach the language that that student would need for interaction. So if that student was participating in the game, they would need to know words like 'move', 'run', 'faster' and so forth. Now, this example is based on a student who is at a very beginner level of language. It's also important to be aware that the curriculum does have a non-verbal component to it. And AFL is an amazing example of teaching non verbals. So within the game itself, there's many signs and gestures that need to be explicitly taught, like the symbols for behinds, goals, and starting and finishing games.

Another example of teaching the content-specific language can be applied to science as well. So again, we've pulled out the type of content language that you may need to teach, so words like 'test tube', 'heat-proof', 'Bunsen burner'. Again, the linguistic structure - so the understanding that a verb at the start of a sentence is an instruction, something that the student will need to be able to do, such as 'hold' or 'measure' or 'pour'. And then language for interaction. In this case, we're looking at turn taking or asking for clarification, so phrases like 'first you', 'then next', or "Sorry, can you repeat what you're saying?"

We've also created an example for you to see how the EAL curriculum can be used in planning. So, again, we're looking at a Year 7 science lesson here. We're planning for a student who's on a pathway C3, which I will explain later what those mean. And we've combined...we've made...We've used a science outcome, so what we're teaching from the science curriculum, and we've also used the EAL curriculum and pulled out some activities or learning...learning opportunities that we could use to support language acquisition as this student is participating in the science experiment.

So, in this example, post the science experiment, the student needs to write a report. And you'll need to or could possibly need to model how that report is written and teach the language needed to write that report. So this may require teaching of specific linguistic structures. So in the...in the pre-planning, we've identified that the student will need to be able to move from verbally saying that they poured liquid to putting that into a written structure, so a passive structure. So we'll be explicitly teaching that change to "The liquid was poured".

Now, if you are a school leader, the implementation of the curriculum will require a whole-school approach. This may include thinking about how teachers are able to collaborate to support EAL learners along with planning and program oversights.

Now, as I'm from CCV, I won't comment on the DET planning, but there is a great framework on their website that you can use about whole-school planning, and some sessions coming up later as well on that.

For EAL specialists in a school, this may mean taking responsibility for identifying pathways for EAL learners and using the EAL curriculum to plan across learning areas, including planning for language and assessment. Collaboration with an EAL-trained teacher can support you to teach the language of your learning area. The EAL specialist in your school can support you to identify the content-specific language used in the EAL curriculum alongside your curriculum to plan for language teaching in the classroom.

For reporting, secondary English and EAL teachers report on the English language progression of their EAL students using the EAL curriculum. The teachers who are.....teachers of other subject areas and not EAL specialists, you do not need to report on the English language proficiency of the EAL learner. So if you're a teacher of science or maths or PE, you are teaching and reporting on the learning area of your content, you're not writing a separate report for that EAL student.

Now, I'm going to move on now to talk about the pathways. You would have heard me mention the word 'pathway' a few times as we were giving you examples of how the curriculum can be used. So we're now going to break down those pathways that you see in a secondary setting and look at the kinds of things that students will be demonstrating at different levels of language progression.

So, in a secondary setting, there are two pathways for EAL learners.

The first and primary pathway is C. All students in Year 7 to 10 should be placed on this pathway. So the pathway is determined by the year that they're in, and the year that they're entering the school system. The levels describe the pathway...described in the pathway reflect the secondary curriculum and learning. There is some room for discretion to use pathway B, and this would be in a P-12 setting or where students remain with the same teacher or class group. So you do see some crossover in pathway B in the junior secondary years, so that's Year 7 and 8. And again, I'll just explain that that is to reflect different school contexts and to allow for some teacher judgment as well. It's also really useful to be aware of the levels in pathway B for transition planning. For example, you could gather information from primary schools for students who will enter Year 7 on a pathway B to support planning for those students. It is not appropriate to use pathway B past Year 8 as the level descriptors will not reflect the curriculum challenge or the language demand of higher level schooling. If students enter the education setting for the first time in secondary, they should be placed on a pathway C.

So now I'm going to break down some of the pathway levels for you so that we can gain a bit of understanding about what students might demonstrate at the different levels. So in each of the pathways, there are levels that reflect language progression. It's really important to notice that the CL level is a pre-literate stage. So this is normally for students who are entering the system with minimal formal schooling in English or in other languages. And it's important to recognise that that is a pre-literate stage. Your language learner interview, or sometimes called a sociolinguistic interview, should uncover the literacy experiences of your learners in their home languages and English to inform that initial placement of a student into CL or BL. It's also important that levels are applied to students from Year 7 to 10 .For example, you can have a student entering the system in Year 9 and they may be entering at a level from CL up to C4 depending on their language exposure. So to give you a little bit of a breakdown on the different levels, the CL level is a level that supports a basic knowledge and understanding of skills in English.

Through the study of text, students are introduced to the English alphabet, sounds of letters and basic decoding of texts. They also begin to learn about the purpose of texts and practise writing with models. The curriculum descriptors and elaborations can be used to understand how their learnings can be supported across the curriculum.

At a C1 level, students are developing verbal and non-verbal skills. This level of English language learning is supported by interactions with peers and active participation. They may use both verbal and non-verbal skills. Students are developing decoding and comprehension skills and are prompted to move from literal to more inferential understandings as they develop more knowledge of vocabulary. They are given opportunities at this level to create simple and short texts which incorporate basic conventions of language use.

At a C2 level, students are enhancing their existing skills and knowledge. Students are supported to use English in a range of contexts, both verbal and non-verbal skills, and students read and write a wide range of texts and are supported to read new texts and write for a range of purposes on different texts - sorry - different topics.

At a C3 level, students are supported to initiate and respond in English to a broad range of contexts. They are provided with a variety of listening and speaking opportunities and move beyond a literal understanding to more abstract comprehension. Students begin to extract information from more complex texts and employ strategies to read new texts. They are provided with a degree of autonomy to write for a broad range of purposes and contexts.

At a C4 level, which is the final level, students are supported to become more autonomous in their use of language. They explore a diverse range of familiar and unfamiliar texts. The curriculum at this stage encourages learners to write with autonomy. They're encouraged to respond to feedback and self-assessment and draft and edit and use language appropriately for purpose, audience and context. The progression through the levels support independent use of language and the movement between spoken and written continuums, as well as the movement between literal and abstract understandings and comprehension.

The achievement standards for each level give a description of what students are normally demonstrating or doing, in terms of language use, by the end of that level.

Sorry. OK, I'm now going to break down pathway B.

This is primarily used in primary school, but as we said earlier, there is some discretion to use it in the junior years of secondary, so it is good to be familiar with the levels that are in the B pathway as well. So, again, the BL level is a pre-literate level. There is also one less level in pathway B to reflect the language demands of the curriculum level that the pathway is generally used for. So the BL level is a basic understanding and knowledge of English where students develop their capacity through immersion. Students develop fundamental reading skills and begin to learn about the writing process.

At a B1 level, they're supported to develop communication skills both verbally and non-verbally, and active participation is encouraged. Students are supported to explore a wide range of texts and read familiar texts. They also develop knowledge of context, sound-symbol relationships and oral and sight words. Students are given opportunities to create simple texts for a variety of purposes.

At a B2 stage, students begin to refine and develop a wide range of fundamental communication skills. The curriculum provides opportunities for students to read more widely and apply knowledge of sentence and word meaning. The curriculum provides opportunity for students to write a broad range of sentences on different...for different purposes on familiar topics and to plan, draft and edit and revise and organise.

By the B3 level, students are focused on extending oral skills and use English in different contexts. Students explore a wide range of texts and learn skills including paraphrasing and identifying main idea. They begin to apply their understanding of purpose and audience to shape their writing and continue to use the writing process. I encourage you to explore the content descriptors and elaborations to understand how you can support students in their English language learning through different levels. There are also much more detailed descriptions available on the VCAA website.

Now, we're going to move on now to looking at the language learning interview.

So this is an interview that generally takes place during the enrolment process and it helps you to identify who your EAL learners are before they commence in your classrooms, or very soon after they commence in your classroom. So the language learning profile is a diagnostic tool used to determine the initial pathways for students. Again, this is available from the VCAA website. The purpose of the language learning interview is to elicit information about the student's prior learning experiences, including their development of literacy in their home languages or other languages, and any previous learning experience of English. Teachers and school leaders can use this information as a basis for their initial determination of the student's starting pathway and level in the English as Additional Language Curriculum. The language and learning interview is used to develop a relationship between the student's family and the school and to exchange information in order to understand the student's prior learning, the nature of their transition into formal English education and the point that they are at in developing their bilingual or multilingual competencies as they begin formal schooling in Australian classrooms. Teachers can use the interview to elicit further details and explanations where appropriate in order to develop a rich understanding of the student's prior learning experiences and their language and literacy skills. It is crucial that both the family and the student understand the purpose of the interview in order to ensure that it is a positive experience for them .It is up to the school to select the most appropriate time and place to conduct the interview. It is crucial that the interview does not take place or does not place undue stress and burden on the family that has experienced trauma, potentially. Ideally, this interview would be conducted in the early stages of arrival at a school, but the most appropriate time should be negotiated with the family. There's also advice on using interpreters during the interview process as well.

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