**Kellie Heintz:** Good afternoon and welcome to the night’s 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. My name is Kellie Heintz, and I am the EAL Curriculum Manager at the VCAA, and I will be hosting our webinar this afternoon. Thank you all for your attendance, and I hope that you all have a spring in your step as our lockdown restrictions are eased.

Before we begin our session today, I would like to acknowledge our 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 and all of the lands on which we meet today. 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.

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. They will be ready as soon as possible and will be available, along with the recordings of the other sessions that are uploaded on the VCAA website.

I am also excited to announce that we have two additional webinars that are now open for registration – on 22 October, which covers differentiation for EAL students, and on 29 October, which is a final Q&A session, where we hope to cover all remaining questions that anyone might have.

Today, in this webinar, we have more than 900 participants, who come from the Department of Education and Training, the Catholic sector and independent schools, as well as various other EAL stakeholders. We will be managing questions through the question and answer function of the software. We ask that you do not use the chat function, so that we can keep all of the questions together. Please be mindful that such a large audience generates large volumes of questions, so we will attempt to answer as many as possible at the end of the presentation. Any questions that remain unanswered will be addressed in our final Q&A webinar on October 29.

I would now like to introduce you to Yan Yao Choong from the Department of Education and Training and Mollie Daphne from Catholic Education Melbourne. They will focus on curriculum planning processes in both sectors for you today. I will now hand over to Yan Yao to commence the session.

**Yan Yao Choong:** OK. Thank you, Kellie. Did the slide move? Yep. OK, thank you.

So, as Kellie said, my name is Yan Yao, and I’m from the Department of Education and Training, and I’ll be talking about implementing the curriculum using the FISO improvement model, which is an evidence-based framework, designed to focus school improvement efforts on priorities that are proven to have the greatest impact on student achievement, wellbeing and engagement.

So, our focus today is on this section of the FISO improvement model, which is the priority area of excellence in teaching and learning. And we’ll be looking at teaching and learning for EAL students.

One of the elements in the FISO improvement model is the FISO Improvement Cycle. So, the Improvement Cycle is an inquiry process, and it helps schools to identify areas of strength and area of practice that might need improving, and also to plan the improvement strategies for EAL students. The Improvement Cycle is a staged and continuous process. It is a collaborative approach that is flexible, disciplined and focused on learning. The Improvement Cycle will guide you to combine good evidence with effective inquiry processes, and also highlight areas of strength and the areas of existing practice that needs improving. It will help you to plan and monitor key improvement strategies and be involved in and engage in identifying and implementing improvement priorities.

So, the Improvement Cycle can be used at different levels, from the whole school to the classroom. It can also be used over different time periods, from four-week cycles to annual cycles. You can use it to inform your school strategic plan and your implementation plan and your own PDP as well.

So, the four stages of the Improvement Cycle are evaluating and diagnosing, where you would identify successes and challenges around the key improvement initiatives and strategies. Prioritising and setting goals, where you decide on improvement strategies and initiatives that have the greatest impact on student learning. And developing and planning improvement strategies and initiatives that ensures successful implementation. And finally, implementing selected improvement strategies and monitoring the impact that these have on EAL student learning.

The EAL curriculum describes the ‘what’ of teaching, and schools and teachers will develop the ‘how’ in EAL teaching and learning programs. So, to do this effectively, it helps if you understand what EAL students need and what the EAL curriculum requires. So, when reviewing your existing curriculum to put the new EAL curriculum in place, you could consider how well your school is supporting EAL student learning, and how aligned your school’s teaching and assessments are to the EAL curriculum. You may want to assess current learning of your EAL students, including reviewing EAL student achievement data. You may also want to develop an understanding of the new EAL curriculum, or supporting other staff to do so in your school. You may also want to evaluate your current EAL teaching and learning programs at your school.

So, at the evaluate and diagnose stage, you could look at school-level data about EAL students, English language learning and growth, and these are available from the Panorama dashboard, where you can access to the Panorama school dashboard, the School Improvement Portal and other performance reports. You can also find data in the School Information Portal, where you could get two EAL student achievement reports by stage and by mode, which reflects teacher judgements of student proficiency across the three linked modes. CASES21 report ST21905 will give you a history of teacher judgement data for individual EAL students for up to seven years. And this is for the government school students and teachers. And if you are from a government school, the department’s data coaching services can also help you interpret and use this school data.

You can also set aside time up front to become familiar with the EAL curriculum, and this will save time when you are developing a teaching and learning program. And to do this, you could discuss the EAL curriculum during whole-school or team meetings, or refer to the EAL glossary to help with understanding the EAL curriculum. You could use this resource called Getting to Know the Victorian Curriculum for self-study or discussions at meetings. School leaders, you could do all of the above and also talk to teachers in your school about the priorities and the next steps for your school.

So, for example, are your priorities in developing a teaching and learning program, using this curriculum as its basis, or is it in integrating the cultural and plurilingual awareness strands in your programs? Is it supporting teachers in all the learning areas, so that they can support the learning of EAL students in their classrooms? Or you could be connecting EAL curriculum implementation with any literacy work that’s already currently in place in your school and, of course, taking into account the needs of your EAL learners. It could be brainstorming elaborations for the key content descriptions that suit your school setting and your EAL learners. Or you could be giving opportunities for ESL specialists to support teams to understand the curriculum. You might be reviewing the existing curriculum documents in your school, and this could include whole-school, year level, units of work or learning sequences, and then identifying any gaps between them and the new curriculum. You could also be making contact with schools that have an established program if your EAL program is new.

So at this first stage, you could also evaluate your school’s current EAL teaching and learning program. Oh. Sorry.

So if you’re... You could consider how well your school’s current teaching and learning program is differentiated to support EAL student learning, and how well the current EAL teaching and learning program is aligned to the new curriculum. And if you’re a specialist teacher in your school, you may be acting as the coordinator or the leader of your school’s EAL teaching and learning program. You might be critically reviewing the assessments or the teaching plans and reporting process for the EAL learners in your school. And consider how the school’s current program aligned with the key shifts in the EAL curriculum.

As a generalist teacher with EAL students in a primary school, you could be catering for students with different learning needs, and that includes EAL students. So you would be reflecting on how you’re teaching your EAL learners now and consider what you might need to update in your teaching and learning program.

Different learning areas will have particular language and literacy demands. And school leaders and EAL specialists consider how best to support teachers of other learning areas, especially in secondary schools, to meet the language of learning needs of the EAL students in their class. So you could think about if in order to support EAL learners, what will learning area teach us? How could they find out what the EAL students in their class are currently capable of in terms of the three language modes? And then, using this knowledge, how can the learning area teachers then support the students to read and write, listen and talk, to develop knowledge and understanding in the learning area? How might then... How might they then plan and prepare lessons to ensure that diverse learners, including the EAL learners, can meet the complex language and literacy demands of the subject?

So the department’s literacy teaching toolkit for Levels 7 to 10 provides teachers with strategies to support the development of literacy within seven learning areas of the curriculum, Victorian curriculum – so, the arts, English, health and phys ed, the humanities, mathematics, science and technologies. And the toolkit outlined for language demands that all students will face in the different learning areas. And it is a good place for learning area teachers to start thinking about the EAL curriculum.

Oh, sorry. So in terms of school leaders, you will need to consider how well your current EAL teaching and learning program supports EAL student learning in your school. So, are your programs aligned to the new curriculum, or do you need to edit, redraft or rewrite some content, teaching or assessment strategies? Do all the teachers in your school have diagnostic assessment information for EAL students? And do they have the tools for ongoing formative and summative assessment as well? Are your teachers supported to use EAL teaching strategies in all curriculum areas? And is there a reporting process for EAL student learning? Maybe you need to consider whether EAL learners’ needs are visible in whole-school and year-level curriculum and assessment plans, and is learning differentiated to meet their needs. You might also want to think about who is currently involved in planning for EAL students, and what’s the leadership and accountability structure overseeing this. And should this change with the introduction of the new curriculum, and whether your current provision model is the most appropriate to deliver the new curriculum?

After you have completed the evaluation and diagnosis, you should be able to have a better understanding of the current situation for your EAL learners, and there may be different areas where you want to change and improve. And so try prioritising the work that needs to happen first.

So, you could look at any current EAL diagnostic assessment, formative assessments or summative assessments, and these may be EAL-specific or mainstream assessments that EAL students are undertake in your school. If there is limited information on EAL student learning available, you could prioritise collecting better EAL assessment data to improve your teaching and learning...to inform your teaching and learning. You could review informal interactions with EAL students, or look at examples of student work. So, even with data from formal assessments, it’s still important to use all these other data points.

With the new curriculum, some teachers may have new responsibilities for EAL teaching, and other teachers may want to better understand how to best support their EAL students. So, if you’re a school leader, you could consider areas of teacher pedagogical knowledge that your school could deepen to create a more effective teaching and learning program.

And what areas of professional learning would you like to prioritise? Your priority might also be in updating your teaching and learning programs. You would consider the learning needs of EAL students with your analysis of the current plans in your school and their alignment to the EAL curriculum. If there are a few areas that don’t align, you might want to start with those areas that will support student learning the most.

As we’ve talked about before, the new EAL curriculum is meant for all teachers, but not all teachers will use it in the same way. And school leaders would consider how this changes the whole-school EAL approach. This may mean changing how teachers of EAL learners work together and who is involved in EAL planning, and also who has oversight of the EAL program. School leaders could consider other school initiatives that may support parts of the EAL curriculum implementation, and these might be areas that can become quick wins because there is already momentum.

So, for example, if the school has recently implemented professional learning communities – or PLCs – you could use these for teacher discussions of the new EAL curriculum. Or, if the school has recently worked on developing formative assessment, teachers could consider what formative assessments are best to use for measuring student learning on EAL pathways.

So, consider the most important changes and set a goal for EAL student learning improvement to review within a time frame. You could do short-, medium- or long-term goals. They would all be appropriate.

So now that your school has priorities and goals, you could work on a plan to put them in place. So, teachers could look at the resources on the department’s website that supports implementation of the new EAL curriculum. And these resources might... will help teachers to understand the new curriculum and to teach and assess EAL students.

You could then translate your priorities into...and goals into plans, and considering the following questions – what assessments do you need and when, for diagnostic, formative and summative information that you need? And how do curriculum area plans or year level plans, units of work, how much they need to change to align to the EAL curriculum and better support EAL learners? And what might need to change about reporting on EAL student learning?

If you are a school leader, at this stage, you could consider how to provide resources to support teachers in their development and planning. There are resources to support the new EAL curriculum implementation. Some of these resources are designed specifically for school leaders, and they support understanding of the new EAL curriculum and teaching and assessing EAL students. School leaders can drive the planning and implementation of whole-school EAL program changes. There may be also curriculum area or year-level changes that may be teacher led. And school leaders could consider how much time teachers will need to develop and implement a new EAL curriculum, a new teaching and learning program based on the EAL curriculum. And what do teachers need to know to be able to implement the curriculum, and do they need...do they have access to the right support and materials and expertise that they need? And how could the school make sure that teachers have the right support to do so?

The fourth stage in the Improvement Cycle is the implementation and monitoring stage, and it will typically last longer than the other stages. Teachers will need to implement plans, monitor student learning and adjust plans in a continuous cycle, using a collaborative approach. School leaders could plan for specific times of the year, so that the whole school could review the EAL teaching and learning programs and to formally monitor EAL student learning and teaching against the curriculum.

You’ll need to trial new practices and monitor the effectiveness...effectiveness and adapt and do more trials over time. And your role as the school leader will be to make sure that the documented curriculum, what you have on paper, is also the enacted curriculum, what’s actually being taught in classrooms.

So, as a school leader, you can support teachers to enact the plans by, potentially, observing lessons informally, or setting benchmark dates each year to review EAL student learning data, and discuss curriculum details with teachers.

And for both teachers and school leaders, you might continuously monitor student learning throughout the year. And milestone dates are also helpful for formally reviewing progress and supporting open discussions with other leadership staff and teachers in your school.

I’ll hand you over to Mollie, who will talk about curriculum planning in Catholic schools.

**Mollie Daphne:** Thank you, Yan Yao. Great. Thank you. That was fantastic, and thank you for sharing all of those activities with us that support implementation, and also the focus on what leaders can do to support the implementation of this curriculum as well.

In the Catholic sector, we support the same process of inquiry - so, an ongoing and continuous process of review around curriculum. Oop. Sorry. Excuse me.

OK, so, as Yan Yao discussed, there are four stages to an effective inquiry process, based on reflective questions. So, these four stages cover evaluating and diagnosing, prioritising and setting goals, and developing plans. It also requires that we continually review our implementation and our monitoring of curriculum. This is an ongoing process of review, in which schools can identify their own goals in relation to working with the new curriculum, through that cycle of inquiry or even action research, which responds to a critical question set by schools. We also support taking a collaborative or team approach to planning.

To support the implementation, or whole-school implementation, of curriculum, there are existing structures that you can use within your schools. Within the Catholic sector, they include your annual action plans, school improvement plans, which are guided by our school improvement framework, and also a holistic curriculum planning, or other planning frameworks that you may use in your schools.

Some examples of some goals that might be useful for you to set in that goal-setting stage might be to identify whether you have in place a process for language learning interviews, to identify who your EAL students are, whether you have time set aside for team planning, using the EAL curriculum, or whether you have an EAL specialist or people with expertise within your school setting that can be part of collaborative planning across learning areas with mainstream teachers.

Any review process should include not only review of the curriculum documentation, but review of enrolment processes. So, as we said, how you identify EAL learners. Any opportunity for planning and collaboration between teachers and EAL specialists, and also a review of your reporting processes.

The implementation of the new curriculum also provides us with opportunities to review how the needs of EAL learners are catered for in the many spheres of schooling. This can include partnership and engagement with families and communities, professional learning opportunities, teaching assessment and reporting practices, the leadership of EAL learning, policy and school level guidelines for working with EAL students, and how inclusive our environment and pedagogy is.

Some suggestions on professional learning that might take place within your school setting, and this is for leaders to identify and also for teachers to identify themselves. It could be professional learning that is tied to the language learning or language acquisition. It could be around plurilingualism or functional approaches to language learning. But any conversations around professional development should be aimed at all teaching staff, and not just EAL specialists or English teachers.

I’m just going to refer now to Hammond, who has a planning framework for those that are familiar with the EAL pedagogy. This is a really good and useful planning framework to consider when you’re thinking about the needs of EAL learners and how you’re supporting teachers to plan for their learning. So, Hammond discusses two levels of planning.

The macro level, which is the organisation and sequencing of activities and content, including the explicit planning of language features relevant to topic and genre. This level of planning and documentation helps to support teachers to understand the language demands of their learning area and explicitly teach functional aspects of language. This may include text structure, organisation or meta-language or common linguistic structures using their genre of writing. So, at this level of planning, a team-based approach, a knowledge of the EAL curriculum, along with other learning area curriculums, is essential.

At a micro level of planning, this is a responding in interactions or in the moment to individual students’ needs or teachable moments. This may include working with teachers to identify when they can provide in-the-moment feedback or support with language learning. An example of that might be recasting of pronunciation or decoding of letter sound relationships when supporting reading.

So it’s equipping teachers both at a macro level of planning, but also in how they are interacting with students at a micro level in the classroom.

We’ll also just briefly talk about another planning tool available for you. This is the Teaching and Learning Cycle. There is a lot of additional resources that are available from the VicTESOL website as well. And this particular model has come from the department’s website.

So, for those familiar with the Teaching and Learning Cycle, it can be used to support reading and writing, but it can also be used as a planning tool. So, many teachers of literacy and EAL will be familiar with the Teaching and Learning Cycle, which can be applied to support both reading and writing, and the general cycle of teaching and learning. It can also be used effectively as a planning tool, where teachers can reflect on how they will build the field around a topic including identifying prior knowledge needed to complete a task and the language demands of a particular task. It can then support the planning of model texts or explicit teaching of text features through mentor or model text, followed by scaffolded or jointly constructed text, before students move into independent construction. The process of using the Teaching and Learning Cycle can support differented...differentiated planning for EAL learners across curriculum areas.

As Yan Yao highlighted to us, depending on your context, planning will look very different. So, depending on the number of EAL students you have, the existing structures that you have, your plans will look quite different. So, considerations for around curriculum planning for EAL learners can occur at an individual student or group level within a unit of work, within a year-level document or a learning area document, or at a whole-school level. Any planning across different contexts should consider the language level of each student and the progression point of language goals that you have identified for students. Planning should also across learning areas and across language modes and strands.

Now, EAL should be reflected in all planning documentation, including curriculum statements, which outline your individual school’s approach to curriculum. This may include a description of how you use the curriculum to support learning in your context, such as Immersion for English as Additional Language Learners is required, or EAL learners access all learning areas with support and development of language skills through the support of the...or use of the EAL curriculum.

Now, this is just an example of a whole-school planning document for Years 7 and 8. In this document, you’ll see that EAL is a separate subject, or a stand-alone subject. So, in this context, they’re teaching EAL as a separate class. That will not always be the case. In some contexts, you’ll be working with the EAL curriculum within a mainstream English classroom, or within other learning areas as well. But this is just an example of where it might sit within a whole-school document, as evidence of what you’re doing in terms of planning and catering for EAL learners.

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