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Hello, and welcome to the first of the implementation webinars supporting the new VCE English and EAL Study Design. This webinar, focused on English as an additional language, is designed to guide you through the key changes and revisions to the new study, and to explore the vision and the thinking behind its development. It will cover the consultation process, the EAL principles that underpin the decision-making processes, specific considerations made for EAL learners and teachers. The structure of the new study design. Key changes to each area of study. The Framework of Ideas, mentor texts and text selection. And further support for the implementation of the new study.

The new VCE English and EAL Study Design was published on the 16th of February, 2022. The current study design is still published on this webpage, so you will need to scroll down to find the new study design dated 2023 to 2027. Just to recap. The key points about the consultation process are that we published a consultation draft on the 19th of April in 2021, where all stakeholders were welcome to provide feedback to the VCAA via a survey. The consultation draft and the feedback survey were live from April, May and June. In June, the feedback was collated and presented to the review panel, where the information was considered in detail. The study design was revised on the basis of the feedback, and changes were made.

This part of the review was also informed by expert advice from independent reviewers, academics, and from a range of English teachers. Before undertaking the review of the study design, in consultation with EAL experts, a set of EAL principles were developed to inform our work. The principles included the opportunities to include the explicit teaching of language and speaking and listening activities, as well as ensuring that there was some flexibility around the length of texts available for study, and the ways that written outcomes could be completed. These principles provided the basis on which many of the final decisions about the shape and the structure of the study design were made.

Along with the EAL principles, other considerations were made about the study that were deemed to be specific to EAL learners and teachers. It was considered important that teachers with combined English and EAL classes, of which there are over 400 schools in this situation in Victoria, were able to better manage their teaching, so a closer alignment between the mainstream English and EAL outcomes is clearly evident in the new study. Other factors that were included in the EAL considerations are opportunities for EAL students to demonstrate key knowledge and skills in more nuanced ways as recognition of the broad and diverse cohorts of EAL students found across the state.

The provision of the study of extracts and shorter text was also deemed very important. Opportunities for EAL learners to engage with audio texts have been embedded in the study along with scope to view audiovisual texts as a means to support all EAL learners, but specifically those who are deaf and hard of hearing. This extends to collaborative speaking and listening activities that move beyond solo oral presentations.

The inclusion of the writing area of study also allows EAL learners to engage with the set texts on a more personal level, where they do not need to use textual knowledge to meet all of their outcomes. The final structure of the study design is very like the consultation draft and not dissimilar to the current study design in as much as there are two areas of study for each of the units. The key difference is the removal of the comparative areas of study and the inclusion of crafting texts in Unit 1 and creating texts in Unit 3. There are a few things to note across the whole study design. The first is that the study design grows out of the Victorian Curriculum F-10 English as an additional language.

We have used the F-10 EAL curriculum to expand the key knowledge and skills in Units 1 to 4. It is important to note here that there is an extension of inferential reading and viewing and the expansion into an exploration of writing mechanics and processes through mentor texts. The use of the term creativity connects with writing processes, rather than the product of creative writing. So in their writing, students can explore a number of forms and all explorations are considered part of the creative journey. This is a critical distinction. Students are being invited to explore their creativity through processes, rather than through the genre of imaginative or creative writing. This is true, too, of critical thinking, as students are given time to explore their writing processes in an annotation task that requires some reflection. The study design also invites more student agency and voice.

While there is a Framework of Ideas supporting Unit 3 Outcome 2, there is an invitation that teachers discuss the selection of these with their classes, and students contribute to the selection of texts for classroom exploration. There are a number of examples of student voice and agency that will be highlighted later in this presentation. Finally, we have clarified the assessment tasks, indicating how many are to be done in clear language. Unit 1 Outcome 1 includes deeper references to the skills of inferential reading and viewing to engage with layers of meaning in text. All students will produce a personal response to set text for this area of study.

This change provides more ways for students to demonstrate their knowledge and understanding of text, a clear and more direct way for students to engage with text and greater student agency and voice in their own work. There is also a focus on the key aspects of writing to support EAL students with the development of their own written work. Unit 1 Outcome 2 includes mentor texts and the associated skills of reading and revisiting mentor texts to develop an understanding of the mechanics of effective and cohesive writing, and to develop and mature their own writing processes.

The oral task, which had been placed in this area of study in the consultation draft, has been moved into Unit 2 Outcome 2 based on feedback from stakeholders. Importantly, drafting is included in this area of study and in Unit 3 Outcome 2 as part of writing processes. Guidelines about how drafting can be used in teaching and learning are included in the VCE and VCAL Administrative Handbook. Unit 2 Outcome 1, again, highlights inferential reading and viewing. The students in this area of study respond to the set text through an analytical response. Unit 2 Outcome 2 includes an oral task. Students plan, develop, produce, and present a persuasive oral presentation. This task, however, has been broadened, so it no longer must be an individual presentation, but can be a debate, a discussion, a dialogue, or an individual presentation.

This supports EAL learners as they develop competence and confidence in their speaking and listening skills. Unit 3 Outcome 1, again, connects students with a study of a set text. The consultation draft indicated that students must study an Australian text in this area of study. Feedback suggested this was too rigid, so it has been removed. There is a renewed emphasis on the consideration of ideas, concerns, and values in text.

There is also clarity around the modes of text required for study. Unit 3 Outcome 2, creating texts, is focused on writing for context, purpose, and audience and is connected with the Framework of Ideas. The framework appears in the study design on pages 22 and 23. There are four ideas teachers can use. Play, protest, country, or personal journeys. These ideas are supported with elaborations and the whole area of study is supported with explications of purpose context, audience and form.

For assessment, students must craft two pieces of writing and then reflect on their writing processes through annotations on one of the texts. Unit 4, once again, offers reading and responding and analysing argument. Students both analyse persuasive texts for structures, features and effects, and apply that knowledge and understanding to produce their own persuasive text.

As noted in a previous slide, the oral component of the study design has come back to this area of study. Feedback suggested that teachers were more comfortable with exploring the skills of speaking and listening with the exploration of persuasive writing. Students are free to use forms other than an individual presentation, although they are welcome to do this, too, including debate discussion and/or dialogue. The text analysed by students must be published after the 1st of September of the previous year and must include print and audio or audiovisual text. The vision behind the Framework of Ideas was to provide teachers with some control over the introduction of ideas, while inviting students to explore a wide range of purposes and forms in their work.

By having a key idea with breadth, teachers could have students explore at different depths or from different angles while retaining a cohesive classroom for the purpose of discussion and group work. As indicated earlier, the key ideas are country, personal journeys, protest, and play. In the consultation draft, we had included future as an idea and had protest as an additional idea. But feedback indicated teachers preferred protest. The set text for each of these ideas will be listed in the frameworks and these will be published in the 2024 VCE English and EAL text list List 2 later this year. Only one idea from the Framework of Ideas should be selected for Unit 3 Outcome 2.

There will be no Framework of Ideas for Unit 1. Schools and teachers, and potentially in collaboration with their students are free to choose any idea they think would be interesting or intriguing for their cohort. Please note that no idea from the Framework of Ideas and no text listed for study on List 2 can be used in Unit 1. Mentor texts support students in their study of writing in Unit 3 Outcome 2, and Unit 1 Outcome 2. Mentor texts offer an opportunity to really explore the mechanics of writing. They unpack the structures, features in the vocabulary of the writing to determine both how the text works and what makes it effective. They reflect on how the text presents ideas and consider the purpose and context and the audience of the texts. These texts should be interesting, innovative, and excellent examples of writing, and should be reasonably short.

These could include short stories, essays, songs, poetry, transcripts of episodes of podcasts, speeches, and so on. The study design includes terms used in this study section. This section offers definitions of key terms used in the study to provide certainty for teachers when they are planning and preparing teaching and learning and assessment, and giving advice or feedback. In Units 1 and 2, there is provision for teachers to use extracts from set texts with their EAL students for Unit 2 Outcome 1 and Unit 1 Outcome 2, if teachers deem this to be appropriate for their cohort. In Unit 3 and 4, students must study five texts selected from the annual VCE English and EAL text lists.

Two texts are selected from List 1 and three texts from List 2. Text selection at Units 1 and 2 is a school-based decision. Please note that text selection advice is on page 12 for Units 1 and 2, and on page 21 Units 3 and 4 in the study design. There are important requirements about form, about Australian content, and about teaching texts more than once. It is now a requirement that no text set and studied at Units 1 and 2 can be used in Units 3 and 4.

Please note that the 2024 Text List that will support the classroom implementation of Units 3 and 4 in 2024 will be published late in 2022. The study design includes explicit skills associated with the production of particular types of responses required for assessment. See the example here from Unit 3 Outcome 1. We hope this will assist to support teachers and students as they work to develop their work. Further support of the new study design will include support materials formerly called Advice for Teachers. We will publish this in April to May of 2022.

This will include planning advice, teaching and learning activities, and assessment advice with examples. We will also be publishing a sample examination for the new study design in November/December, 2022. In addition to this on-demand webinar, we will run live webinars with practising teachers exploring the new study design and providing examples of how they might teach and assess in their classrooms.

These live webinars will be followed by live Q&A sessions, where teachers can ask questions about the study design. This will all then be made available on the VCAA website. Dates are yet to be confirmed. Other support via webinars, both on-demand and live, will be announced throughout the year. You are always welcome to get in touch with me, so here are my contact details. I hope that this webinar has been informative and supportive, and I wish you every best wish as you go to implement the new study design in the years ahead. Thank you.

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