**Annelise Balsamo –**  Hello and welcome to the first of the implementation webinar supporting the new VCE English and EAL study design. This webinar focused on English is designed to guide you through the key changes and revisions to the study design and to explore the vision and the thinking behind the study design. It will cover the consultation process, 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 new study design. The study design was published on the 16th of February 2022. The current study design is still published on the webpage, so you'll need to scroll down to find the new study design. I just want to recap the consultation process on the study design.

So we published a consultation draft of the study design on the 19th of April 2021. All stakeholders were welcome to provide feedback to the VCAA via a survey. The consultation draft and the feedback survey were live for about two months over April, May, and June. In June, the feedback was collated and presented to the review panel who considered it in detail and revised the study design on the basis of this feedback. This part of the review was also informed by expert advice from independent reviewers, academics, and from English teachers. 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 studies for each of the units. The key difference, of course, is the removal of the comparative areas of study and the inclusion of crafting text at unit one and creating texts at unit three. There are a few things to note across this study design. The first is the study design is built from the F to 10 English curriculum. We have used the F to 10 English curriculum to expand the key knowledge and the key skills of senior English. Key to note here is the extension of inferential reading and viewing and the expansion into an exploration of writing mechanics and processes through the exploration of 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 a 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 a reflective task. This should not be an identification exercise, but rather an exploration of the processes of creation and a reflection on relative efficacy and/or limitations. The study design also invites more student agency and voice. While there is a framework of ideas supporting unit three, outcome two, there is an invitation that teachers discuss the selection of these ideas with their classes and students contribute to the selection of text for classroom exploration. There are other examples of student voice and agency that will be highlighted later in this presentation. And finally, we have clarified the assessment tasks based on feedback from the consultation draft and we now indicate how many are to be done for each outcome in clear language.

So to unit one. Unit one, outcome one includes deeper references to the skills of inferential reading and viewing to engage with layers of meaning in texts. All students will produce a personal response to the set texts for this area of study. This change provides more ways for students to demonstrate their knowledge and understanding of texts, a clear and more direct way for students to engage with text and greater student agency and voice in their own work.

Unit one, outcome two includes mentor texts and the associated skills of reading and revisiting mentor texts to develop an understanding of the mechanics of cohesive and effective writing, and to develop and mature their own writing processes. The oral task, which have been placed in this area of study in the consultation draft, has been moved into unit two, outcome two. And this is based on the feedback from stakeholders. Importantly, drafting is included in this area of study and in unit three, outcome two 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 two. Unit two, outcome one again highlights inferential reading and viewing. The students in this area of study respond to the set text through an analytical response. Unit two, outcome two includes an oral task. Students plan, develop, produce, and present a persuasive oral presentation. The task cover has been broadened, so it no longer must be an individual presentation, but can be a debate, a discussion, or a dialogue, or an individual presentation. Unit three. Unit three, outcome one again connects students with the study of a set text. The consultation draft had indicated that students must study an Australian text in this area of study. Feedback, however, suggested that this was considered too rigid, so it's been removed. Unit three, outcome two creating text is focused on writing for context, purpose, and audience, and is connected with the framework of ideas. The framework of ideas appears in the study design on pages 22 and 23.

There are four ideas teachers can use: play, protest, country, and 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 assessments, students must craft two pieces of writing and then reflect on their writing processes through a reflection task. Unit four. Unit four once again offers reading and responding. And it also offers analysing argument in unit four, outcome two. In this outcome, students both analyse persuasive texts for structures, features, and effects, and then they 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 other forms rather than just an individual presentation, although they are welcome to do this too including the forms of debate, discussion, and dialogue. The texts analysed by the students must be published after the 1st of September of the previous year and must include print and audio or audiovisual text.

The framework of ideas has a particular vision and that was to provide teachers with some control over the introduction of ideas while inviting students to explore a wide range of writing purposes and forms in their own work. By having a key idea with breadth, teachers could have students explore a different depth 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 we had protest as an alternative or additional idea, but feedback indicated that teachers did prefer protest as an idea.

The set text for each of these ideas listed in the framework of ideas will be published in the 2024 VCE English and EAL text list. It will be text list two, and that will come out later this year. Only one idea from the framework of ideas should be selected for unit three, outcome two. There will be no framework of ideas for unit one produced by the VCAA. Schools and teachers, and potentially in collaboration with their students are free to choose any idea they would think would be interesting or intriguing for their cohort. Please do note that no idea from the framework of ideas and no text listed for study on list two of the annual text list can be used for study in unit one.

Mentor texts support students in their study of writing in unit three, outcome two and in unit one, outcome two. Mentor texts offer an opportunity to really explore the mechanics of writing. They can allow students to unpack the features and the structures and the vocabulary of the writing to determine how the text works and what makes it effective. Students can reflect on how the text presents the ideas and consider the purpose, the context, and the audience of these texts. These texts should be interesting, innovative, and excellent examples of writing and should be reasonably short.

So what might be appropriate are short stories, essays, songs, or poetry, transcripts of episodes of podcasts, speeches, and so on. And students should be inspired and challenged by the texts that they face in the classroom. This study design has included a section of terms used in this study. This section is essentially a glossary to offer definitions of key terms used to provide a sense of certainty for teachers when they're planning and preparing their teaching and learning and for assessment and when they're giving advice or feedback to their students. In unit three and four, students must study five text selected from the annual VCE English and EAL text list.

Two texts are selected from list one and three texts from list two. Text selection at units one and two are a school-based decision, and please note text selection advice on page 12 for units one and two. There is text selection advice also on page 21 for units three and four. Both these sections include 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 unit one and two can be used in unit three and four.

Please note that the 2024 text list that will support the classroom implementation of unit three and four in 2024 will be published late this year in 2022. The study design also now includes explicit skills that are associated with the production of particular types of student responses that are required for assessment. You can see the example here from unit three, outcome one. In this, we have a key skill to plan, construct, and edit analytical writing. But under that, we have six additional dot points that unpacks what that might mean for students and the implications for teachers in their teaching and learning. We hope that these additions will assist to support teachers and students as they develop their skills.

Further support for the study design will include something that's now called support materials but was formally called Advice for Teachers. We'll publish this in April or May of 2022. And this will include planning advice, teaching and learning activities, and assessment advice. We'll also be publishing a sample examination for the new study design in November or December of 2023. In addition to this on-demand webinar, we'll be running live webinars with practising English teachers exploring the new study design and providing examples of how they might teach and assessing their classrooms.

These live webinars will be followed by live Q&A sessions where teachers can ask questions about study design. All of these recordings will then be made available on the VCAA website. Dates for these webinars are to be confirmed. We aim to provide ongoing support for teachers through implementation programme on-demand videos, webinars and other professional learning activities throughout the year and potentially into next year. More details about these programmes will be available in the coming months. You are always welcome to get in touch with me either by phone or by email and here are my contact details. I hope this webinar has been informative and supportive.

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