**[Yan Yao Choong]:** So, EAL students have very different prior learning and life experiences and this, together with their individual differences, means that there are many possible progressions through the EAL pathways. And not all EAL students will progress through the pathways at the same rate and in the same way. So, these sample illustrations I will show you will demonstrate how the nature of each student's progression can depend on the individual circumstances as well as the support and opportunities that they are given.

So, these diagrams have been adapted from the VCAA sample progressions through the EAL pathways, and I have a link here to those resources, and also at the end of the presentation as well. So, using this pathway, Mei's pathway, as an example, you can see...you will be able to see how an initial language and learning interview and sociolinguistic profile is important to understand...for understanding your EAL learner and for understanding what support they need throughout their school lives.

So, at six years old, Mei moved to Australia, but her grandparents, who were her primary carers, remained in the home country. And, so, she could be exhibiting unsettled behaviour at school because of the separation. Mei also had prior learning in her first language before coming to Australia. As she goes along in her journey in school, she continues to learn her first language in community language school and, so, that tells you that Mei could be very well placed to use plurilingual strategies to help her to learn .Further down the track, there are some.....well, there are some ongoing arrangements at home, that impacts on Mei's learning, but further down, these circumstances would change in her life for the better and that, again, has an impact on how she's learning at school. So, this is one example.

So, there are two Pathway A samples -Mei and Parvati, and two for Pathway B, and two for Pathway C, which relates to secondary students. This is a Pathway B example. So, these have been adapted from the VCAA's website, and we have the entire set of them on the Fuse website. You might want to use them for professional learning in your school about the importance and benefit of knowing your EAL learners.

So, we're now going to look at a hypothetical situation with this student on Pathway B, Amin, and at a point in his schooling here .And we'll unpack what that could mean in terms of supporting him in all his learning areas at this particular time in point...point in time. Sorry. So, Amin is nine years old .He's working at the beginning of B2.His class teacher uses EAL-informed strategies to support his learning, and he receives additional EAL support from a specialist teacher and the Multicultural Education Aide. Amin is a curious and confident boy in his learning. So, he is in a school, in a class with the other Year 4 students, and he is working at the B2 level in speaking, listening, reading, viewing and writing.

Here is a sample of a writing planner for a term. The outcome for this term is for all the students to write an information report at the end of a unit of work. And, so, in the first column, the teacher has listed down the English content descriptions, and the students are learning to plan and draft and publish an information...information report. So, in order for Amin to achieve that, to research and plan and draft and publish an information report, being a student at B2,he may first need to develop a cultural understanding of the practice and purpose of planning and drafting before writing a report. And the teacher will need to break down the processes that go along with planning and drafting and publishing.

To support Amin further, his teachers may decide that in reading and viewing, he focuses on reading and deconstructing text structures and text features of information texts in his reading sessions. And in speaking and listening, they may provide him with opportunities to engage in joint construction of an information text with a teacher or peer so that he can recycle the language that he learnt through the writing, and through the reading and speaking and listening tasks as well. So, if you are familiar with the FISO High-Impact Strategies, it talks about multiple exposures to target language...to target language. And, so, um, using... exposing students to the practices and the language across the different language modes will help them to acquire the language and practices ,um, in class, in English. So, at the level of the lesson, the teacher might consider breaking down certain tasks for Amin and other EAL students. So, for example, rather than providing EAL students with a range of information reports and expecting him to identify the genre, the teacher might break down the task by providing him with two examples of information reports with all the structures broken down, with organisational features added, such as subheadings for each paragraph. And rather than giving him an open-ended task to highlight the language features, as the other students in class, his teacher might provide him with a checklist of language features that he needs to look out for in his writing samples that he gets. And rather than working alone, Amin might be paired with a friend who speaks the same home language as him, and rather than working through all the questions in step two of the task, he might work through one question with his friend in their home language, and spend the rest of the time deciding how they would translate their discussion and responses to report back to the class in English.

Finally, here is an example of how Amin, at level B2,may be supported in other curriculum areas. So, for this unit of work on chemical changes, the STEM teacher may collaborate with the classroom teacher and the EAL teacher and decide to support Amin n identifying key points of information in the short spoken text spoken in the science class. So ...all the... So ...they might take the scope and sequence in the curriculum and lay it out next to the content area of the respective learning areas, and depending on where the EAL student is placed on the different speaking modes, this might give, um, the learning area teachers, the specialist teachers, an idea of what the student may be able to do. So, here, um, the science teacher, the STEM teacher, might decide to create a poster of key vocabulary with visuals that Amin can refer to during class to help him identify key points of spoken...information in spoken texts, to help him focus when he's speaking and listening in his lessons .And knowing that Amin is learning about information texts in his classroom.in his regular classroom, the STEM teacher might adapt a framework for information texts that the classroom teacher or his English teacher...EAL teacher has used so that he has a visual that he can refer to when he's writing about chemical changes in his science class.

So, some other considerations that teachers of other curriculum areas might want to consider in planning for EAL students would be, "What is the main genre focus that the students might be using or learning about in their other classes, which can be recycled or reused or referred to in your learning areas? What are the specific EAL learning needs that need to be covered?" And you can look at...look through the scope and sequence chart to identify what the kids might need to learn. And collaborating with other teachers to work out some strategies that perhaps you could also use in your classroom with the EAL learners.

So, finally, here are some links to some resources that we've talked about today and to further support, that you could reach out to, if you need. So, the EAL Regional Program Officers support government schools in their region to develop and implement effective EAL programs. VicTESOL is the peak TESOL Association in Victoria and they provide resources and professional learning on EAL. I've also included the links to the curriculum, the language and learning interview, the sample progressions to the EAL pathways. We've also got a link to the TEAL assessment resources, and you can have a look at that too for initial assessment resources that you can use for your students, and to some professional learning modules about knowing your students .There's also a link to the Policy and Advisory Library, specifically on assessment of student achievement in F-10.And links to the EAL curriculum school implementation guide and resources for implementing the new EAL curriculum.

OK. And that is the end of my presentation. You can go to questions and answers now.

**[Kellie Heintz]:** Thank you, Yan Yao. That was very comprehensive. Now, to our audience, also please note on that final slide that if you would like to contact me with any questions about the curriculum, y details are there so that you can email me.

Now, before I move to some of the questions, I'd just like to reiterate a couple of things.

The first thing is that this presentation will be recorded and the PowerPoint slide will be available with the recording. But we need to be aware that the availability of this resource may take a couple of weeks because we need to have the dialogue track put into a transcript. So, please keep an eye out in our forms of communication, where you will see when that is available. The other thing that I wanted to state, too, was that we are very aware that we have teachers from the Department sector, the Catholic sector and the independent sector in our audience.

Much of Yan Yao's presentation related specifically to government schools. So, I'd like to remind those of you who do not teach in government schools that much of what Yan Yao was presenting to you is relevant to you and can be used or read through at your leisure, but you need to follow the directive from your own sector or your own school, as to the specific ways that you will be required to do things, such as report on your EAL students, et cetera.

So, that's also the case with some of the questions that we've received. They pertain specifically to government schools. So, for those of you in the audience who are not from government schools, please bear with us. But some of what we're talking about will be relevant to you.

So, I'd like to firstly refer to a question raised by Rebecca and Sandy, who both talked about the fact that a student may be on different levels at different times, according to their proficiency in the different modes on the EAL curriculum.

Now, Yan Yao mentioned that it is a DET directive that students need to stay on the EAL pathway until they're at the right level to move to the next stage, when they've gained proficiency in all modes. That is a DET directive. Those of you who teach in Catholic schools, those of you who teach in independent schools, and just for a general sort of comment, it is possible for a student to be working.....to be operating at different levels in different modes. So ... but the overwhelming advice is it's best for the student to stay on the same pathway until they've reached proficiency in all the modes and they can then be moved up. So, I hope that clarifies that question.

OK, so, Yan Yao, we've got two questions -one from Jessica and one from Liz -and they both relate to establishing if a student is an EAL student, according to the language hat their parents speak at home. So, the first example is that both parents speak another language at home ,but they only speak English to their child. And the second one is a child who is born in Australia, went to Kindergarten here, enters Prep, but does not have English at home as the spoken language .So, the question is, "How do these teachers establish if either of these children are EAL students?

**[Yan Yao Choong]:** OK. So ...it is important to know that, you know, the students, when they.....just because they are born in Australia, doesn't mean that they speak English at home. And that would make them....and they will have the same learning needs as other EAL students. And if the parents...if the parents speak English to the child at home, and they might be in the language and learning interview, they might...the parents might say to you that, yes, they do speak English at home ,but those students might still have other learning needs that are related to EAL as well. So, they might not present as EAL students from the conversations that you've had from...with the parents and from what you know about how long they've been in Australia, but they still might have learning needs that are EAL.

**[Kellie Heintz]:** OK. Thank you. Um, the next question, Yan Yao, is a question from both Deborah and Louise and they have both asked, if a student arrives in a school that clearly needs EAL support but has not been considered an EAL student in their prior school, if it's suitable and acceptable for that student to be put back onto the EAL curriculum.

**[Yan Yao Choong]::** So ...Ideally, that doesn't happen, but if it does, you might need to have a conversation with the parents and explain to them clearly why those students have been put back onto the EAL curriculum rather than onto the English curriculum because their learning needs are clearly EAL and so they should be on the EAL curriculum. And it's a matter of communicating clearly with the parents why they have appeared to have gone "backwards". Um...And that's usually the conversation that, you know, some schools and teachers have had to have with some families.

**[Kellie Heintz]:** Thank you. Next question is from Nikki. "Can a student be on Pathway A and Bat the same time, depending upon the strand?"

**[Yan Yao Choong]:** Um...Yes, I think they can. Students' proficiency levels in the different modes will progress at different rates. But it is important to keep them on the EAL curriculum until proficiency in all modes have reached the standard before they go on to English. So, yes, some of their.....maybe, you know, the speaking and listening proficiency might be further along and it could be appropriate for them to go on B.

**[Kellie Heintz]:** Thank you. A question from Jana. And I, um...I'm not quite sure where this has come from, but, Yan Yao, I think this might be particular to government schools. "Will students be required to exit the EAL curriculum after five years, regardless of their current pathway?"

**[Yan Yao Choong]:** "After five years." Um...So, the research has shown that students require around five to seven years to develop academic proficiency in...to the level of their peers. And for some students, that could take longer, especially if they come from a background with interrupted schooling. I think the learning is...is quite...unique to each child. And if it takes longer for that child, it takes longer for that child.

**[Kellie Heintz]:** Yes, I would like to add there that the EAL curriculum has been designed to support our EAL students, our EAL learners. And I think it's really important that we view it in quite a flexible way because students will not all be the same, will not present with the same difficulties ,and they will require different lengths of time within different parts of the pathway that they find themselves in. And I think it's about being able to support the student and their needs. That's what should be uppermost in our minds.

This is also a question hat's specific to the government sector. But I thought we could ask it, Yan Yao, because we've got a little bit of time. It's from Jana. "Can students be assessed on the EAL curriculum if they are not funded with SRP?" Could you please say what SRP is, for people who don't know what that means?

**[Yan Yao Choong]:** That's the student resource package. And the EAL funding is an additional component ton the student resource package, if the student has been identified as an EAL student. And I think, in terms of funding matters and its relation to assessment and reporting, I might ask Chris to respond to that, if she's here.

**[Kellie Heintz]:** I think what we'll do in answer to that question, overwhelmingly, I would be saying that, yes, all students who require access to the EAL curriculum should be able to access it. Those that are funded most...you know, most definitely. But there will be students who are not necessarily funded, who meet the requirements. It would be similar to students with individual needs. And I've had a couple of questions therefrom teachers asking specifically about children who have cognitive disability, et cetera. And the answer to that is that's outside our remit today, but it's really important that you go through the process and channels of your school that you would go through ordinarily with a student who may require some additional support, but also an EAL student as well as that, because I know there are students who fit into both categories. And that's something that's, you know, really a school-by-school decision.

Um, I think...um...We've got quite a few questions about reporting. Reporting is going to be covered in one of our upcoming webinars and reporting is certainly the domain of the Department of Education and Training and also the sectors to which you belong. The VCAA is not responsible for reporting, so, today, we're covering everything to do with the curriculum itself.

There still seems to be a little bit of confusion out...with some teachers about the actual EAL curriculum and its place within subjects, et cetera. A student will only need to be reported on the EAL curriculum if they are an EAL student, and that will be their report instead of them having an English report. A student who is an EAL student, who is doing maths, who is doing science, et cetera. they still get a maths or a science report. That's really important, that teachers understand that.

What we're hoping with this curriculum is that teachers of content areas other than English and other than EAL are able to use the curriculum for EAL students as a tool to support the way they can scaffold their students' learning within their own content or subject areas. There is no expectation that you would be reporting on the EAL curriculum if you are a maths teacher. OK? And that's a really important distinction that we need to have in our minds when we're out there, trying to get our heads around this new curriculum. So, the...this new curriculum has been designed to acknowledge that these children need specific support with their acquisition of language. As Yan Yao has said, it can take up to seven years to learn a language. Some of the research now is saying it can take up to 10,depending upon the age of the child when they are immersed in their new language. So, we need to be very mindful about the fact that it does take time to learn a language, and that when a student tis trying to access material in a range of different subjects, that they will have quite different access points, depending upon the content that is being delivered. And it is like you would be, working with any student. You need to know where the student's at and you need to know where you want your student to go. And much of what we've talked about today, really, is about helping you to get a grasp of what this all means for you, as teachers in the classroom.

So, I really, really support and encourage you to attend some more of the webinars that we have in our suite, so that you can get specific information about the areas that you are not sure about, because we can't cover everything in 45 minutes, and we are very understanding of the fact that everyone is under pressure.

We're working within very difficult circumstances at the moment and we don't want to overload you with too much all at once. So, having said that, I'd like to sincerely thank Yan Yao for her work and her presentation.

To those of you whose questions we have not yet answered, some of those will be answered in the specific sessions that are coming up. We will put together a frequently asked questions document so that we can put answers into those there for you. And, hopefully, people will be feeling more confident about the way to approach the implementation of the curriculum. So, I wish you all a good evening and we hope to see you at some of our future presentations. So, thank you all and good evening to you all.

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