**[Mark Melican]:** So, Applying the EAL curriculum for planning.

I have just simply put a sample of the unit planning document there before you today, realising and recognising that each and every school and centre and EAL program will have different tools of which they use. But this was just a sample to indicate to you ways in which you might wish to incorporate some of the content descriptions. So this was a B1, B2, probably a B2 unit plan on zoo animals with the focus on writing descriptions and recounting an excursion to the zoo .And when we look at this middle panel that I'm running my mouse across, all these statements here, we've taken them. These are content descriptions taken from the EAL curriculum. So this is one example of how you might incorporate and highlight, or reference, the content descriptions. I'll have a look at...The next page identifies a list of content descriptions that I've just extracted from that previous document. I won't read through them, but that's just an example of a means by which you incorporate the content descriptions into your planning tool.

Developing learning intentions, I think that's another way of incorporating. For example, I had a look at this one. This content description is from A1 Speaking and Listening, in the Communication. And the content description states, "Participate in simple and familiar songs, rhymes and chants." And the elaborations give you ideas about how you can do that through reciting familiar rhyme songs with actions or lists of words such as days of the week or colours of the rainbow. Rehearsing formulas or short exchanges based on models such as, "Hello. What's your name? "What is your name? My name is..." Role-playing popular stories or songs, for example "Little pig, little pig, let me in." So just, um...I'm not going to ask you to undertake this activity, but when you're developing your learning intention from the content description and elaborations listed in the previous slide, you might like to use some of these sorts of introductory sentences just to help you frame the learning that you want to introduce to your students.

Incorporating the EAL curriculum to complete a lesson plan.

Just another example of an approach to a lesson proforma and a number of steps that you might wish to take. Determine the strands, sub-strands and content descriptions. Develop the learning intention. Select a teaching and learning activity. Develop the success criteria. Outline the lesson plan through setting goals, tuning in, explicit teaching, whole class, pair or independent work and differentiation. Feedback, summing up and assessment. Just some suggestions, because, as I said, each and every site all have different means of organising their processes for planning. Using success criteria of course is also another means by which you can incorporate the content descriptions from the EAL curriculum. You're able to make judgements as whether the learner's been able to demonstrate proficiency or mastery over a learning intention that has been developed. And you'd use a whole range of different means by which you make that assessment. It could be dynamic, it could be conferencing, evidence of student work samples, part of a range of assessments teachers use to measure learning. And, as I said, all English language schools and centres have planning proformas, assessment practices and processes at a local level. The best way to gain familiarity with this new curriculum in the broader sense, and this is why I strongly encourage you to read it, collaborate with your colleagues to learn to navigate around it and apply it in your planning and assessment. I think the richest way is to get opened up, move around it and look at it and read it.

Additional resources to support the curriculum can be found in the following links. I'm not going to go to the link, but I'm just going to tell you at the end of that link, you'll gain access to an extensive glossary. Once again, some 38 to 40 pages' worth of terms appropriate to EAL that you may be familiar with in most contexts, but there may be new language there that will inform your teaching or build your breadth of understanding of the field. There's a language and learning interview. That is to be administered on enrolment, and the idea is to build up an understanding of students' previous learning, so it's much like a sociolinguistic profile. There's also in that resource tool, a sample progression through the pathways and levels of the EAL curriculum. So there's a couple of models or samples that you can view and look at to consider when you're seeing students perhaps transit. For example, maybe students who are moving from A into B, which is usually the most, um.....contentious maybe area for people. They often are unsure about that transition. And perhaps even the pathway from B into C, but that's less unclear, I think.

In addition to that, there are resources available to all schools at the Victorian Curriculum and Assessment Authority website. There's a self-planning...There's a curriculum planning self-assessment tool which looks at whole-school curriculum planning involving four interrelated areas. It can be found at the Curriculum Planning Resource. That access point is also available through the EAL curriculum.

So, Kellie, I have now come to the end of my presentation, so I'm passing it over to you.

**[Kellie Heintz]:** Thank you, Mark. Mark, if possible, could you just move closer to your screen so that people can hear what you're saying? So those of you in the audience who have had a bit of trouble with the volume, please be assured that the recording has captured everything and that you will be able to listen to this presentation again.

Thank you to my colleagues from the Department of Education who have been answering questions throughout the presentation.

There are some questions that are specific to you, Mark. So I'll present them to you now. So, this is a question from Sheila. For teachers trying to decide if a student is better on EAL or mainstream curriculum, is there a way to compare the two options?

**[Mark Melican]:** Sheila, I'd be looking at the student, I'd be looking at the EAL curriculum, I'd be making judgements about what the student is able to do. And if you believe that the student does not meet the standard, the achievement standard statement, well, then that student still sits within the EAL curriculum. I'd be very reluctant to move a student from the EAL curriculum o the mainstream English curriculum too you are very, very confident that all the assessments and judgements that you make confirm that in fact that student has gained that proficiency at that level and is ready to move.

**[Kellie Heintz]:** Thank you, Mark. The next question is from Samantha. When might a student move from A stages to B stages during their stay at an English language school? Based on age, stage, mainstream year level? For example, a student might be seven years old and on the A stage in term two but turn eight in term three. Do we move them?

**[Mark Melican]:** I can say what I think we should do, but that doesn't mean that that's going to agree with what your colleagues or your leaders in your school might determine. But I believe if a student, for example, is a seven-year-old student on A2, that you determine when the student's arrived in the school and you gauge that by the time that student will leave the school, that they will have moved into the B level or the B pathway. I think, therefore, it's best to put them on the B pathway, so when you're doing your assessments, when you are doing your reporting, you're going to accurately report on where that student is. And at that transition point from the new arrivals program into mainstream schools, you're going to be more clearly able to instruct the receiving teacher in the mainstream school where the student's learning's at. Because I think it's more difficult for our mainstream colleagues to be making those assessments than the challenge that we face in making those judgements.

**[Kellie Heintz]:** Thank you, Mark. Sheila has followed up in response to your answer to her question, which is, what about the determination from moving a student from mainstream to EAL?

**[Mark Melican]:** Mainstream to...

**[Kellie Heintz]:** So, Sheila asked the question about, is there a way to compare the two options which you discussed, and then you talked about moving from, um...

**[Mark Melican]:** Yes, I know, yes. So, Sheila, you're suggesting that if...I guess you're saying that a student's been placed on the English curriculum and you don't believe that that's a correct place for the student to be. And so you're wondering, "How can I take that student back to the EAL curriculum and place them there along some pathway or point along the pathway?" I think the students...We have to make judgements based on what the student is able to do. And if, in fact, that you are absolutely certain that the student's struggling in the English curriculum and that the EAL curriculum better provides for that student, I think you just have to move them back to the EAL curriculum.

**[Kellie Heintz]:** Thank you, Mark.

**[Mark Melican]:** Can I just say, Kellie, that they can't be on two curriculums at the same time. You can't have a child in a mainstream school on both the EAL curriculum and the English curriculum, so it's one or the other.

**[Kellie Heintz]:** Yeah. Can you, Mark, just go into a little bit more detail to teachers out there about the way you would use the EAL curriculum to inform the teaching of English, for example. We've had many questions from people about, do they need to teach two separate curriculums simultaneously?

**[Mark Melican]:** I believe that what you're doing through the teaching of an English curriculum, for example, and attending to the needs of an EAL learner.....are to be very specific and explicit around, what does the EAL learner need to do in order to access the curriculum? And with the EAL learners under this new EAL curriculum, each and every curriculum area has an obligation to attend to and provide for the learning needs of an EAL learner. So whilst you might have content in a curriculum area like English or in maths, humanities, science, whatever, what you have to do is constantly attend to and support the student's capabilities. So the strategies that you would apply, you would differentiate, you would scaffold, you would do as much as you can to build the student's capacity to access the content of those other curriculum areas. And that goes the same for English. If you're doing a text that's an English text and you've got an EAL learner, you have to do a lot more work in order to provide for their explicit needs. A lot more scaffolding, a lot more one to one, a lot more staggered, differentiated learning in order to support them and enable them to learn.

**[Kellie Heintz]:** Thank you, Mark. We now have a question from Japinda. Do we still use AusVELS EAL diagram to see the AusVELS English achievement standards for EAL students?

**[Mark Melican]:** We are moving to the other...No, we're not. We're not using what was commonly called the rainbow diagram, which was part of the previous curriculum. We're using the pathways diagram that I demonstrated to you earlier. And I'll see if I can get back to that. Because that simply tells the same sort of story about the transition through the stages. And how... As you move through the levels.....the students gain greater proficiency with English. And at the end of each level, in the deeper blue part of that diagram, on the right-hand side, that's when students are at the point of transition from, for example, level C4 into mainstream curriculum areas. And likewise with level B and level A. Now, that's the diagram that you might use to explain to parents around where your learners are and the sort of pathway that they are following. It's also something that you might need to show to your mainstream colleagues in whichever context you're working with them.

**[Kellie Heintz]:** Thank you, Mark. Now a question from Adam. He'd just like to be guided in the direction of the kind of diagnostic and initial assessment tools that can be used to determine where a student will sit on their pathway. So could you just recommend some sources of data for teachers, Mark?

**[Mark Melican]:** Adam, are we talking primary or are we talking secondary? I mean, I think you would set a range of tasks. I mean, I know that primary staff will be looking at the, um.....sounds and meta level.

**[Kellie Heintz]:** Secondary.

**[Mark Melican]:** Secondary students. Yeah. Oh, OK.I think, Adam, that you would get them to, in the first instance, I think, to have some writing that's not supported, not in any way. For example, often we use, you know, a personal story or, you know, "Tell me about yourself" sort of thing as a starting point in which to make judgements around what levels of proficiency does the child have in terms of their management of verb forms. For example, how do they structure the text that they're presenting to you? How do they arrange, you know, semantically? How do they...Do they use a paragraph form? Do they ... What's their script like? How's their spelling? There's so many different factors that you'd be able to look at to make the determination around what are the needs of these learners. So samples of students' work always forms the basis because that's the evidence that you have before you in order to make judgements around what this child can do, what this child needs to be able to do to gain greater proficiency in English. So writing tasks, listening and speaking tasks. There's a whole range of different assessments that you can apply. And, once again, you're constantly looking out for, where is this learner, what is this learner able to show, exhibit? And this forms the evidence in which you make a decision around where that child sits within a pathway.

**[Kellie Heintz]:** Thanks, Mark. Now we have a question from Ian. He's just wondering if you have any research or data on how well and how long it takes EAL primary students to feel comfortable and able to complete work within their mainstream year level. I guess that's that whole determination around how long it takes to learn a language. So just a bit of a broad answer there, Mark.

**[Mark Melican]:** Yeah, we talk broadly around the length of time it takes to learn a language, to gain levels of proficiency. I think people talk about seven to 10 years to gain, you know, native-like proficiency and fluency. I think it depends obviously where you start from. But one of the things, I think we need to be very cautious in our judgements around students' proficiency. I think sometimes students can disguise their language needs by having a level of colloquial language. For example, their spoken language might demonstrate familiarity with standard Australian English idiom, but their reading and writing skills may be much below their current age level. So ... I think once again, rather than saying that there's a formula that needs to be applied, I think once again it's what the learner can do. And I think we constantly must make judgements around the evidence that's provided to us to determine whether the learner needs additional assistance or whether they're able to operate independently. There's lots of, um...Once again, it comes back to the evidence. The evidence before you is the judgement point from which you make in determining what you provide to the learner, what sort of support that learner requires and where that learner is along a trajectory of learning as exhibited through these pathways.

**[Kellie Heintz]:** Thanks, Mark. Ruva would just like some clarification around if a child has achieved the A2 standard yet is still in grade two or grade one, can we assess them on the B stage if they are not ready for the English curriculum?

**[Mark Melican]:** Does anybody else want to try that question? Anna-Lise or Chris or Molly? I mean, I can answer it, but I feel that it might be good to have another voice here.

**[Kellie Heintz]:** Mark, if you answer it first, then, Chris and Molly or Anna-Lise, if you'd like to also join in, please put your video on and you can answer after Mark's responded.

**[Mark Melican]:** My response to that question is always, um.....I think when a child, for example, has reached an A2 level and they're still in grade one, or they've just entered grade two and they've still got a number of terms to go to conclude grade two.....my feeling is that even when they've reached this standard, they've reached the level of A2,I still think they require a lot of specific EAL support I think at every point at that those transitions .It means that you've reached a standard but it doesn't mean you've reached the point where you no longer need explicit teaching to support your learning, it doesn't mean, for example, that you've gained age-equivalent proficiency. Because you haven't. I mean, you're learning a second language and it takes additional time, and there's so much richness in a language and in the acquisition of a language that whilst you may be able to display certain levels of competency, I don't think you have full proficiency and competency. So I think you leave them within the A level. Don't move a child... If you think...I would not be moving a child off the A level.....before the end of grade two. I just think there are additional ways to support that learner, and that learner will have additional needs that need to be supported.

**[Kellie Heintz]:** Thanks, Mark. Do any of our other representatives, like...Would any of you like to add anything to the discussion?

**[Chris Finch]:** It's Chris Finch speaking, Kellie.

**[Kellie Heintz]:** Thank you.

**[Chris Finch]:** Yan Yao put in a written answer, but I guess the policy that we've looked at in the department is, you know, there may be some instances where a child is.....you know, second half of grade two, and we certainly get questions about this from teachers who have this experience. So it's about considering each child individually. And I think Mark sort of covered the kind of things that we would say as well.

**[Kellie Heintz]:** Thank you, Chris. Mark, would you just be able to make a comment about what if a student is at different levels in different modes at the same time? How would a student be treated in that instance, in terms of what level and pathway should they be on? And when could they be moved off the EAL curriculum?

**[Mark Melican]:** Yeah, that's a fair question. Until they gain proficiency in all modes, I wouldn't be moving them off the EAL curriculum. So they may have advanced...For example, some students exhibit greater levels of proficiency or competency with their speaking and listening, but you may find that on close examination their reading falls short of the standard. I would not move a student until they've reached proficiency in all the modes. Yeah, in all the modes. And you can easily and confidently say that they've reached the standard.

**[Chris Finch]:** Kellie, may I say that that's certainly what the department recommends for government schools, that you can't move a child. It's the same as what Mark said before about not being able to be on two curriculums at once. You can't be half on English and half on EAL. So until they reach proficiency in all three modes, they should stay on the EAL curriculum.

**[Kellie Heintz]:** Thank you, Chris. Molly, would you like to add something from the Catholic perspective?

**[Mollie Daphne]:** We're in agreeance. We take the same path here. Until they're competent in all modes, you don't move them off.

**[Kellie Heintz]:** Thank you. I think that's really important. Now, I've got a broad question here, and I think it's one that would pertain to lots of people. The question is...It's from Olivia. Are students supposed to remain on the EAL curriculum all the way through from primary to secondary even if they are showing the same skills as their Victorian curriculum peers?

**[Mark Melican]:** I would think if they're showing.....similar competencies and skills with their peers, it would seem to me that they are indicating that they no longer require.....they're no longer need to be on the EAL pathway. That they look like they've attained levels of competency which suggests that they are coping well with the English curriculum and functioning well within it and can be assessed against it. So I'd be not holding students back if they're indicating proficiency at post-achievement standards.

**[Kellie Heintz]:** Thank you. I think, for all the teachers out there, there was a deliberate decision made that we would not place any exit points on the pathways because we felt that that's such an individual decision. Because each student will exit from their pathway at very different times. So please use your discretion and your professional judgement to determine when you feel a student is competent in all of the modes and is able to move onto the mainstream curriculum. Now, I think we've got time for one more question, and it comes from Jennifer. Is the BL still considered the starting point for students with disrupted schooling?

**[Mark Melican]:** And the answer to that is yes, for students who have had no prior schooling or levels of disruption that have impacted their learning. And they don't have high levels of competency in either their first language or don't have first language literacy and have just been introduced to English, so don't display levels of literacy in English either, BL would be the level from which they start their learning.

**[Kellie Heintz]:** Thank you. And just before we go, Jen has added another question that relates to the response.....that we gave about moving students off the EAL curriculum, into mainstream curriculum. And her clarification is.....if the mainstream students have low proficiency as well...So, we were talking about equivalent...of the peer-like equivalence, should the EAL student stay on the EAL curriculum or should they be moved off if they've met the same standard as the other students in the class who may in fact have low proficiency themselves?

**[Mark Melican]:** Do you want to answer that, Molly?

**[Mollie Daphne]:** Yeah, yeah. So, we would not encourage you to assess students on a peer-to-peer level. We would encourage you to look at your curriculum standards and make that judgement against what they are doing on the curriculum. So, you're not looking at a cohort and trying to match that student to the particular cohort they're in or the peers that they have, you're looking at the curriculum as a guide to the standards that they should be at.

**[Kellie Heintz]:** Thank you. Thank you, Molly. And, now, we have a couple more questions, but what I will do is we are recording all the questions and I'm taking all the questions in. We will provide responses to the questions that have not yet been answered. So please keep your eye out for some frequently answered...Sorry, a "frequently asked question" list that will be coming out at the conclusion of our suite of professional learning. So I'd like to take this opportunity to thank all of the audience, firstly, for attending. We hope that this has been a useful session for you. I'd like to also thank our colleagues -Anna-Lise Wallis, Chris Finch and Yan Yeo Choong from the department -I apologise for not introducing Yan Yeo before -for their support in answering the questions. To Mollie Daphne from the Catholic sector, thank you as well .And finally I'd like to thank Mark for presenting this afternoon and for sharing his expertise in the area, particularly about language...English language schools.

Now, I'll just reiterate, it will take some time for the PowerPoint presentation and the recording to be available because we must get them transcribed and edited. We're getting that done professionally so that you have these resources to return to when you're starting your planning, etc. It should take a couple of weeks, so please keep your eye out. But we will let you know through our channels of communication when things are available. May I also invite you, if you've not yet attended any other sessions and you might want some further information, we have two more webinars next week. One for those of you who are experienced with the current EAL continuum and those of you who are new to the teaching of EAL learners. So there are two more webinars in August, and then we have three other webinars coming up in October that will cover plurilingualism, curriculum planning and assessment and reporting. So thank you all again. Have a good evening and please stay safe in this current climate. Thank you all.

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