**[Craig Smith]:** Hello, everyone. My name's Craig Smith. I'm the F-10 Unit Manager here at the VCAA. It's my great pleasure to host and welcome you to today's webinar on supporting the introduction of the F-10 English as an Additional Language curriculum. This is the seventh webinar that the VCAA with...in partnership with our colleagues from the Department of Education and Training and the Catholic education sector have run in this term, thus far. We've got another three to go. Sorry, it's the sixth webinar we've run. We've got another three to go - that will be happening in October.

So, anyway, before we get going too much, I just want to introduce you to everyone else who will be supporting this webinar. First of all, a big shout out to Kellie Heintz. Kellie will be taking the presentation for today. Kellie is the VCAA's EAL curriculum manager. We've got support from Anna-Lise Wallis, Chris Finch, Yan Yeo Choong and Mollie Daphne from the Department and also from the Catholic education sector. As always, a big shout out as well to Peter Fisher. Peter is my colleague in the F-10 unit and he does the back end of these presentations.

So, before we start, I'd like to begin with an acknowledgement of country for wherever we are meeting on today. 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, which is where I'm meeting today, and 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 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. So, Kellie, over to you.

**[Kellie Heintz]:** Thank you, Craig. And good afternoon to everyone. I'm very pleased to be here to discuss with you the new EAL curriculum for F-10. This session this afternoon is designed for those of you who are new to, I guess, the teaching of EAL, the EAL space. And I'm hoping to unpack a few things with you to help you when you begin to plan your implementation of the new curriculum, which is to commence next year.

So, as I said, this presentation is for teachers who are new to the teaching of EAL students. I'm going to focus on using the Victorian F-10 EAL Curriculum considerations that need to be made by schools, how this impacts on the different content areas of those of you who teach across all subject areas. I'll unpack with you the Pathways A, B and C. I'll help you navigate the curriculum. And I'll just talk to you about the new component called plurilingualism, which is something that many of us may need to get our heads around as we move into the implementation phase.

OK, so: Those of you who work in independent schools, you will be guided by your school. So, each of your schools will provide you with information that is pertinent to your particular setting. Now, one of the things that we'd like to bring to your attention is this notion of the EAL curriculum and where it fits within the school landscape. So, we'd like to think of all teachers as being responsible for teaching the EAL learners in their subject areas. Now, of course, this is no different to what currently goes on. We would all have EAL learners in different classrooms. Regardless of if we're a maths teacher, a science teacher, a health and PE teacher, we may have or will have EAL learners in those subjects.

So, one of the things this EAL curriculum aims to do is to provide you with a bit more knowledge about the ways you can support these learners. So, one of the things that everyone will need to become familiar with is working out firstly who those EAL students are in in front of you and understand the proficiency levels of English that they come to you with. You'll need to consider focusing on your content-specific language and ways that you can work and unpack that so that your EAL students can access the content of your learning areas. All teachers also need to be able to plan for and support the language learning of EAL students in order to support their understanding of the different content. So, what does this actually mean for schools? Well, it means that we need a whole-school approach to this. So, the school is responsible for planning and implementing the new EAL curriculum. We'll need to draw on the expertise of specialist EAL teachers. And we need to recognise that those schools out there that do have an EAL specialist will need time to work with teachers of EAL students to support them. In the absence of an EAL specialist, the literacy leader or the English leader may need to take the lead, with support from their school. Now, we are aware that in some small schools, there are no people who are specially trained in EAL. We're also aware that those who work in literacy and those who work in English are extremely busy. So, this is something that needs to be taken into account.

What is the best way that we can implement this curriculum so that teachers are not burdened, but that students are supported? And that's what we'll need to think about today. So, the school will need to consider the following. And I think it's really important that the school evaluates the current EAL teaching and learning programs that exist within their current structures. Now, for some of you who have numerous EAL students, this will have been done already. You will have a solid teaching and learning program in place. Others in schools may not have any approaches that have yet been developed for your EAL learners. So, the questions that need to be asked is: Now, of course, many of these questions need to be firstly addressed by and asked by the leadership team in the school. They will be the ones that can determine where the funding is, where the staffing is and all of the resources that are required to support the implementation of this curriculum.

So, as a whole school, the second thing that needs to be considered are, "What are the current forms of assessment that are used for EAL learners?" In many cases, it might be that the same assessment is used because no differentiation has occurred up to this point. So, this is something to consider.

The school also needs to consider the pedagogical knowledge of the teachers and the collective experience of teaching EAL learners that exists within the school. Sometimes, you might have people who are, in fact, trained in EAL, but they haven't been working in that area specifically. So, it might be that you need to draw on these people. You need to consider the structure and flexibility of teaching plans to accommodate the EAL learners. You need to consider the current whole-school EAL approach and the adjustments that are required, and also take into account the way the new curriculum aligns to other school initiatives.

The third step is that, as a whole school, you'll need to consider what needs to be changed about reporting on EAL learning, and ways to provide resources to support teachers in their development and planning - for example, providing time for collaboration and the sharing of expertise or supporting attendance at relevant professional learning events. So, this is something that, as you can see, is a big picture. What is it that your school, in the larger scheme of things, needs to do in order to accommodate the learning needs of the EAL learners within the school community? So, what might this look like in a school? Well, there are lots of configurations of staff within schools - people who play dual roles, single roles, et cetera. So, it's important that with this new curriculum, the specialist English or EAL teacher is able to meet with classroom teachers and subject teachers of EAL students to: So, we envisage the introduction of this curriculum to be one that is very collaborative. This is about teachers working together to firstly identify those students who are EAL students in their classes, but then to work out the best way to plan for the teaching of these students so that they can access the language of the content area that you may be teaching them. So, this collaboration needs to be seen as a whole-school EAL approach. It's about how all teachers of EAL learners work together, who is involved in the EAL planning and who has oversight of the EAL program. So, this provides opportunities for specialist EAL teachers to work collaboratively with generalist primary teachers and/or secondary subject teachers. And you will need to work out the most suitable grouping of people to do this.

One important question that you'll all need to be asking yourselves is, "Who in your school will have oversight of the program?" And this is something that will need to be taken into consideration when teaching loads, et cetera, are put together for next year, because there is acknowledgement here that there is going to be the need for some time to be put into this, and this is where teachers on staff will need the support of those people who are the experts, but also those people who are leading the school. So, because the EAL curriculum is to be implemented across all learning areas, that is it recognises that students need to access and to demonstrate learning in all learning areas. But that does not mean that the EAL curriculum is taught in isolation or that it is separate. Really, what it means is that the EAL curriculum is used as a tool for teachers to identify the kinds of skills that students may have and how they can adapt their teaching, their content, to something that is suitable and accessible for all their students.

So, let's take a moment to have a look at an example. So, if you were teaching science, an example would be that the content-specific language is the language of your subject area. In a science classroom, there is content-specific language that needs to be explicitly taught. Now, I'm guessing that you would automatically do this with your students anyway. You would need to identify these kinds of words with all students and to help to explicitly define what they mean With your EAL learner, you may need to do it in a little bit more detail, but this is something that would benefit all students. In this case, to partake in a group science experiment, an EAL learner will need to understand words like 'test tube', 'heat proof mat', 'Bunsen burner'. They again need to understand the linguistic structure of a verb starting a sentence means that they need to do something like 'place' or 'measure'. They also need some language for interaction - in this instance, turn-taking and clarifying. So, as you can see, if you break down a specific lesson that involves an experiment in science, the kinds of things that you would be looking at are listed there in front of you. Now, effective and well-rounded teaching would certainly cover most of these things anyway, but there may be some other steps in there that you need to add as you're working with your EAL students, because making assumptions about what they know can lead to them not being able to access the content of your subject.

So, the EAL curriculum can be used alongside your subject curriculum to help identify language goals for EAL students. These goals help students develop language specific to your subject in different modes of speaking and listening, reading and viewing, and writing. And I'll be talking about these more in a moment. For example, after a science experiment, students need to write a report, and you will need to model how that report is written and teach the language needed to write that report. It may require teaching specific linguistic structures. In this example, the student is moving from describing verbally that they poured liquid during the experiment to using the passive in the written text to describe that the liquid was poured. So, these are just some examples of the way that you can leverage the new curriculum to clarify for your students the kinds of things that you're asking them to do.

I also have another example here, which is teaching content-specific language in PE. So, again, this example shows that you'll need to support an EAL learner to learn content, words and linguistic structures that would support the teaching of this unit about AFL football. So, there are specific words that the student would need to know, like 'ball', 'oval', 'boundary'. Common linguistic structures, like giving instructions which start with verbs, and mean that students need to do something like 'play on', 'pass' or 'take a mark', et cetera, need to be explained. Or for the student to participate in the game, they may also need some language interaction, such as 'get the ball', 'over there' or 'run'. AFL is an interesting topic to be teaching EAL learners because it supports the learning of much non-verbal communication. There are many signs and gestures that need explicit teaching, like a behind, a clear goal, and a sign for starting or finishing the game. And these are the kinds of things that if you are aware of the language level of your EAL student before you begin, you know where to pitch and what kinds of things need to be identified in order for them to access the curriculum as you move through it.

Now, as far as secondary English/EAL teachers, it's really important that you're aware that if you area mainstream English teacher and you have EAL students in your class, then you would be reporting on the English language proficiency of your EAL student in your English class, through the EAL curriculum. Now, this is really important to note. If you are not an EAL specialist - that is you're teaching maths, you're teaching PE, you're teaching history, humanities, any other subject that is not English or EAL - you are NOT reporting on the English language proficiency of your EAL student. You are reporting on the curriculum that you're teaching - that is the learning area content, as is the current practice.

So, what you're doing is using the EAL curriculum to inform the way you teach and plan for your lessons so that your students can access your content more readily. But, in effect, you're then reporting on what you have taught them. So, we're just going to have a look at the actual content and the way that the curriculum has been structured. So, it's important that you, as teachers and leaders, can navigate your way through the curriculum to find what you need.

So, we'll have a look now at the structure, the pathways and the levels, the content descriptions, elaborations, achievement standards and the resources and the glossary. So, the curriculum is broken up into pathways and levels. There are the three language modes of speaking and listening, reading and viewing, and writing. Within those modes, there are strand and sub-strands. They include communication, cultural and plurilingual awareness, linguistic structures and features. Now, as with all other subjects within the Victorian curriculum, there are content descriptions, there are elaborations and there are achievement standards that are used to report on.

Now, we have a table here that provides you with information about the different EAL pathways that are available to your students. Now, if you start at the bottom of the table, you'll see Pathway A. And we build our way up from Pathway A, to B, to Pathway C. Pathway A is designed for students who are from Foundation age to roughly Year 2, that are having an early immersion in English in their childhood. So, it's an early introduction to English. As a student is older and as they enter into the world of learning English, the levels alter according to where they fit in terms of how much language they bring with them.

So, mid-immersion is considered from roughly Year 3 to 8, and then late immersion is from Year 7 to 10. Now, you'll note there that there is an overlap because this allows for teacher discretion in considering the individual experiences and circumstances of each student when locating them on a pathway. So, a student that comes into a school that has no language in English - that is they are pre-literate in English - would begin at the first level on each pathway. So, at the primary level, at the Foundation year, a child who comes in without any English would be moving into Level A1. Now there is no level...no AL level here. An AL level would refer to a pre-literacy level and we would, for the general...in the general scheme of things, we would say that all students entering Prep or Foundation are pre-literate. That's why there is no AL level. As you can see, the shading on the diagram gets darker as the student moves through the pathways and consolidates their level of English proficiency. Now, most of our...many of our questions, shall I say, in the past few webinars have related to how to determine where a student fits onto the EAL pathway. So, it's important to understand that each pathway describes a different stage of English-language learning - early, mid and late - and that each pathway is divided into different levels, as I just said.

So, what we're looking at with the early immersion is that these students would typically develop their literacy skills through experiences in the school context, and what they would then do is move along Pathway A and build their skills. Now, the research tells us that the younger a child is when they are immersed in a language, usually they are able to gain proficiency in that language more quickly than they areas they get older. So, that is what these levels and pathways reflect. So, generally, students who enter Foundation are pre-literate, regardless of their language background, and that means there is no Level AL. So, EAL students who enter Foundation with minimal literacy in other languages will begin the early immersion in English at Level A1. The mid-immersion pathway roughly crosses over from Year 2/Year 3and can be up to Year 8.Now, this pathway is designed to support schools that perhaps are a P-10 school or a P-12 school. And, so, it's when the students have some experience of social language use and they learn English at school, but they come with some kind of informal language learning in their home language. And, so, the students move to different levels as they develop their...their language skills. And, finally, the third pathway is a EAL Pathway C. This is the pathway that those of you who teach in secondary schools will become most familiar with, because the late-immersion language learners are more mature in their understanding of themselves and they come with different skills. So, EAL learners without prior formal learning and with minimal home-language literacy will begin at CL. And then learners will move through the different levels at C. Some of your learners on Pathway C will exit the pathway, into mainstream English, prior to needing to...having to go through the whole pathway. However, some will still probably be at C4 perhaps even when they're moving into Year 11. And these are some of the challenges of teaching a language.....oh, sorry, learning a language, when you're an older student.

So, we have in our curriculum EAL Scope and Sequence Pathway documents that you can look at later on, and these charts include content descriptions and achievement standards. And what we advise is that you read them in conjunction with the introductory materials and the level descriptions in the curriculum. So, as I said before, that learning in EAL, there are the three modes, and the language modes reflect the order in which we usually learn language. So, speaking and listening usually develops before reading and viewing. And then, finally, writing comes as a result of the learning of the others. For those of you who are new to the whole language of English and EAL, viewing refers to film or any multi-modal texts -graphic novels, for example, websites, interactive digital platforms, et cetera. So, we regard reading of print texts and viewing of digital texts of an equivalent kind of skill. So, the students, as you know, will be working with more than print texts as they move themselves up through.....as they move up through their schooling. The language strands are communication, cultural and plurilingual awareness, and linguistic structures and features. So, sorry, my diagram's jumped there a bit, but what you can see is that the linguistic structures and features cover all of those really formal structures that are required when learning a language -grammatical patterns, organisation, word knowledge, et cetera. Cultural and plurilingual awareness looks at cultural understandings, that is home cultural understandings, but also cultural understandings and the way they impact on learning of language, and plurilingual strategies, which I'll unpack more in a moment. And communication, which runs across everything. Now...

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