**[Kellie Heintz]:** So, when you go into the curriculum, you will see at the top of the content description will be the level. You will have the language mode, which in this instance is writing. You'll have the strand.....which is linguistic structures and features. You'll have the sub-strand, which is text structure and organisation. And then you'll have the content description. Now, these content descriptions are the skills or actions that are teachable. So, what that means is that the things that you would be working with students at this level would be how to use headings and text formats appropriate to the task, write simple paragraphs with a logical sequence of sentences, and use simple time sequence markers and pronoun references to connect ideas in a text.

So, for those of you out there who are thinking, "How on earth do I apply that in my math class?" I guess the thing that we really would like you to think about here is, if you have a student who is operating at level B2 and the expectation in the curriculum is that they're working, the point they're at is that they're able to use some headings and look at the way texts are formatted or write simple paragraphs. These are the things that you would be able to expect of them within your math class if you were doing a worded problem, or within your science class. This gives you a guide as to where your students are at. You do not have to teach the specific content of these descriptions if you're in maths. But this is the guide that you use to work out how and what your student can access at that point in time. So, the elaborations have been really carefully developed for this curriculum. And an example of a content description and the elaborations that support it from a B2 point of view is, if it was writing, it was linguistic structures and features, the sub-strand was text structure and organisation, and the content description is write simple paragraphs with a logical sequence of sentences. Now, the elaboration provides you with some ideas about how to go about this. So, grouping sentences about the same topic into a paragraph, organising sentences using a simple sequence, for example, chronological order of events or strong to weak arguments, or using key words to write a simple topic sentence that states the main idea of the paragraph. Now, looking at that, I can see that as, for example, a teacher of humanities, if I was teaching history, for example, this is a really useful thing to know. If my student is at B2, OK, and I'm asking them to write an historical report about a period of history, one of the things that they would be accessible, but they need to work on, is how to group similar topics together, um.....similar sentences about the same topic in a paragraph. So, this is where you use it as your tool and it helps you to support you in the teaching of your content.

Another example, if a student was at C2in speaking and listening, which is under "communication", negotiate interactions with reliance on an attentive conversation partner. Alright, what does that mean in the elaborations? So, we're looking at students being able to express complex thoughts and feelings in familiar situations. We're looking at seeking assistance or feedback from speech partners to formulate or confirm corrected expressions. We're looking at clarifying and elaborating on meaning by recasting and defining what has being said. So, there's another example. If you were asking your students in a subject other than English or EAL to present an oral presentation, you can see here that a student at C2 would find that quite challenging. So, these are some examples of where the student is roughly working in terms of their capacity to share in oral conversation. And so, these are the kinds of things you can take into consideration when setting up tasks for them in the classroom as well as assessment tasks for them. So, the achievement standards appear at the end of each level. And these are virtually unchanged from the EAL companion to AusVELS. So, if you take the two documents and place them side by side, you will find some tiny changes. But, overall, the achievement standards are very similar to what they were, but they've been updated to reflect the changes in technology, for example, that have occurred since the original document was written.

Now, the EAL curriculum is all online. It's available for you to click through and to navigate your way through. And I think it's important, though, that we have a look now at the curriculum. So, Peter, I was wondering if you could just pop up the website for us to have a look at. And I'll just point out some things for you so that you can find them later on, because I think, often, we don't have time to explore these things. We're running out of time and we don't really know what's at our fingertips. And so, hopefully, this will just give you a quick guide as to where you need to go to have a look once you start your planning.

Thank you, Peter.

So, you need to go up to "curriculum". And you need to click on "English". There you'll find EAL. It's got a separate drop-down box now. And Peter will click that for you. Now, as you can see, we have the rationale and aims for the curriculum and we have the structure. We've got the learning in English as an Additional Language. We have scope and sequence resources and a glossary. Then across the page, underneath the heading, we have the different pathways. Peter, could you just click on a pathway, please? Thank you. And if you could just scroll down. And so, what you'll find when you go in is that each of the levels is presented in a way that you can either work downwards through the different strands and sub-strands, or you can work across ways, which occurs in the scope and sequence document. Peter, would you be able to just go to the one which is the elaboration one, where the little 'E'...

Yeah.

So, when you look at the view, if you have a look there and you see that one that says 'E' - I just pretend it says 'E', to myself - that gives you the elaboration. So, that's, I think, one of the most efficient ways of having a look and seeing, OK, if a student is at BL, what are the kind of things.....what kinds of things could we expect them to be able to do? And you can go across and have a look at those elaborations. Now, those elaborations will give you some insight into the kinds of things that you would be able to ask of your students.

Peter, would you be able to just show, um, the.....take off the different ticks and just show the different ways it can appear to you?

So, if you work with the filters, etc, you can see either the descriptions on their own, you can see the content descriptions with elaborations. And you can go straight to the achievement standards.

Now, I think we also have a...Peter, would you please be able to show us where it can be downloaded?

So, this is the tip that lots of you are not aware of. If you go to the top of the page, there's a download click button there. Now, if you push that and you scroll down, you can, in fact, tailor your printing. So, you can download it, and you can print off or download only the levels and elaborations and content descriptions that you need. You don't have to have the whole thing. So, I think that that's something that's important to remember.

Peter, could you please go back to where the glossary and the resources are, please?

OK, so, if you just have a look there, the glossary.....if Peter could click on that.....the glossary is very, very detailed. And for those of you who do not have an EAL background, I highly recommend that you have this as your accompanying document to support you in some of the.....with some of the language that's used within the actual curriculum. And it's a really good way to check that you're working in the right area and you're using things in the right way with your students. Thanks, Peter.

And could you just now just go to resources?

And we have two links to the resources. One is to our EAL page that shows us some of the messages that we've had for your information, and it leads you to the language and learning interview, which is one of the tools that you can use to determine what pathway your student goes onto. So, that's one of the assessment tools that can be used, apart from the other examples, such as work samples, reports from others, uh.....from other schools if students are coming or, um... etc, etc. And, Peter, if you can just go back to the other resources, um...part.

Oh, and the... Yes. And the recordings of the webinars are right there for you. So, those webinars have already been. They're uploaded now.

We've also got a curriculum planning resource there that should support you when you're considering the EAL curriculum and the way to plan for it. Thank you, Peter.

If you can escape from that now and I'll move through the rest of my slides. Thank you.

OK, now, plurilingualism is a new addition to the curriculum. And plurilingualism refers to understanding that people can use knowledge of more than one language to learn and communicate, and that it involves understanding that all languages spoken or used by a person form a repertoire that can be drawn upon, rather than seeing proficiency in one language as having no impact on the capacity to learn another. Now, it's really important that we move away from some of the thinking where students have been forbidden to speak their home language in EAL classes because there's a belief that teachers feel that students must be speaking English at all times. Well, of course, there is a time and place for that, and it needs to be an on-balance judgement made by teachers. But what we really want people to do is open their minds to the possibility of allowing students to draw on their linguistic and cultural repertoire of their other languages to support the learning of both the content and the English language. So, instead of seeing students as clean slates, which they're not, they actually have proficiency in other languages and that can actually enrich and support their learning of the English language. Now, as this is a new concept to the curriculum, we are having a separate webinar on this in October. So, if you want to learn more about that, please sign up for the plurilingual webinar.

So, teachers can gain familiarity and apply the opportunities that the content descriptions and elaborations provide within the plurilingual strategies sub-strand. However, it is not an area of the curriculum that is referenced in the achievement standards and, as such, it is not assessed. So, you are not assessing the student's home language. What you're doing is you're just encouraging them and making them feel safe to use the knowledge of their other languages to support their learning of English. So, this is an example of plurilingualism at work. So, a student who is in CL can distinguish spoken English from other languages and attempt to respond in English. But as they move up through the levels, their plurilingual awareness develops and helps them more. They can check understanding of classroom English by asking for clarification from other home-language speakers. In C2, they can ask for the translation of specific words from other home-language speakers. In C3, they can explain the home-language meaning of unfamiliar English words and phrases to home-language peers. And finally, they can discuss a point of language. So, there's some examples of the kinds of things we're talking about with plurilingualism and it's something that will need to be unpacked further, and you can do so in our webinar on plurilingualism.

So, coming in October, we have three more webinars. One, as I said, is on plurilingualism. The other is on assessment and reporting, which I know is probably the biggest topic that everyone would like to know about. And the other is on whole-school planning. So, we decided to provide you with information about the curriculum early, and then we're taking a break from the webinars to allow you to go back into your schools to digest the information, to talk with your peers, to think about the way you're going to approach this curriculum. And then, hopefully, by October, when our next webinars begin, you will have a firmer understanding of where you're headed with your planning for the curriculum, and that will mean that these webinars will be of more use to you.

So, um...finally, if you have any questions, there are my details. Now, the VCAA, we are responsible for the curriculum, and so any of the curriculum questions that you might have could be directed to me. If you have specific questions, for example, about reporting and you are in a government-sector school, then you can contact the EAL unit at the Department of Education and Training and they will be able to respond to those questions. Now, during the presentation, I know that many of you have been posing some questions in the Q&A box. We have some colleagues from the Department of Education and Training and the Catholic sector here to help support in the answering of those questions. So, I'll hand it back over to Craig now and he will manage the way that we respond to you all.

**[Craig Smith]:** Thank you, Kellie. Yes, we do have a number of questions. I'll take them in order that they came in. So, the first one...And thank you for waiting patiently, everyone who's posted a question. First one I've got is from Pauline. Will students who have been rightly or wrongly progressed to English reports continue that way or, if need be, be transferred to an EAL report in 2021?

**[Kellie Heintz]:** Craig, do you want me to take that?

**[Craig Smith]:** Yes. I will direct it to you.

**[Kellie Heintz]:** Sure. OK, my answer to that is this.

This curriculum has been designed to support our EAL students. If you believe that a student is in English or being reported against English and would really benefit and is eligible to be considered an EAL student, then absolutely. This is up to the professional judgement of schools and teachers' discretion. And what we want to see develop as a result of this is that our EAL students are supported. They're recognised, we know they're there, we acknowledge they're there, and that we help them in every way we can to develop language proficiency. So, if they're going to gain more language proficiency by being in an EAL classroom or on an EAL report, then most definitely. You are not bound by what has occurred before.

**[Craig Smith]:** Thank you. Question from Magna. Magna writes, "I can see advantages for newly arrived students in Year 7" with very low levels of English to be put on Pathway B..." Sorry, that's jumped. "..but what might be the advantages of putting a student..." Sorry, jumped again. I'll repeat it again. "I can see advantages for newly arrived students in Year 7 with very low levels of English to be put at Pathway B. But what might be the advantages for putting a student with high levels of English in Year 6 onto Pathway C? Wouldn't it be a disadvantage to this student?"

**[Kellie Heintz]:** Could I pass that over to Anna-Lise or Chris to answer that one, please?

**[Chris Finch]:** It's Chris speaking. It's Chris speaking. I think Anna-Lise is having problems with her microphone. So, um...the intention of the crossover and the people who wrote the curriculum.....their intention is not to say, you know, "You must put kids on Level B." It's about what's age-appropriate for the child. So, we think that, typically, you would keep children on B in primary and typically put them on C in secondary. You do have the opportunity to look at other pathways where it's appropriate. So, it might be, if you're in a P-12 college and you have... ....the way you've arranged your classes, you have age groupings and students are all continuing in the same way, but the level of English, at whatever level of English there is, should be accommodated in the B levels for age-appropriate curriculums, and in the C levels for age-appropriate curriculums. So, there wouldn't be an advantage unless the child has basically reached the end of one pathway.....and perhaps they've reached the end of pathway – they're very advanced in their speaking and listening skills - and you could look at the C descriptors to extend that while they're still building their reading and writing. So, I'd say that it's not a typical situation, but that those are some of your options.

**[Craig Smith]:** Thank you, Chris.

Question from Claudia. Claudia writes, "Will there be any further support resources, professional learning for schools to utilise to assist with the implementation of this new curriculum for 2021?"

**[Chris Finch]:** So, in terms of the department - and these are resources that we make freely available - yes, we've already got a number of resources up there, and we're participating in this PD with the VCAA. I'll put some links into the chat in answer to your question of where you can find those. On the FUSE website, if you search for "EAL curriculum", and also on the department's website, you search for "EAL curriculum implementation guide". There's a school implementation guide there. - And the other thing... -

**[Craig Smith]:** Yes? Sorry, go.

**[Chris Finch]:** Well, the other thing to look out for is that, you know, Kellie is curating all the questions that come up in these webinars, and we as a group collectively - the VCAA, the Catholic Education Commission, independent schools, and the department - we look at these and look at what the needs are for further professional learning. So, just keep tuned to your normal channels and we'll get more out to you.

**[Craig Smith]:** Kellie, I'll start with you to respond to this question from Magna. Magna writes, um....."In comparison to the companion, the AusVELS EAL companion, there are fewer increments for student progress. Will that be p... Will that be possible that a u..." Sorry. "Will it be possible that a student may remain at a C2 stage for a year or more? What will this mean in terms of showing parents EAL progress?"

**[Kellie Heintz]:** Yes, it's an interesting question. And I think this is probably one of the main questions that people are asking - how do we show progress in terms of this curriculum? Well, we would say that a student needs to be able, um.....able to be proficient in the three modes before they can move to the next level. So, some students may, um.....may be more competent in one mode and not quite ready. So, yes, it is possible that the student may be on a particular level for a longer period of time, but that means they're, in fact, consolidating their knowledge and will move forward with more proficiency. But I'd like to ask Chris to answer that, too, because it's important to say it in terms of what has been going on up to this point, because people are moving from an older system to a newer system.

**[Anne-Lise** **Wallis]:** Oh, great. OK. So, I will just jump in here and say that the department has developed the 2020 reporting tool to support schools who are trialling the new curriculum this year. So, that will enable them to continue to use the progression profiles that are outlined in the EAL continuum to show the progress of students before they reach the achievement standards. Because, of course, a student may APPEAR to be at the same level for more than one reporting cycle. So, it's important that teachers and schools can show those increments and the development in students' learning over more than one reporting cycle to parents and the school community. And we will be updating this resource. And so, there will be a more comprehensive tool that will be made available to schools in 2021to support the implementation of the new curriculum. So, that will enable schools to continue to report on the progress of students before they reach the achievement standard. And it will be designed to be used in conjunction with the curriculum and it will complement it. - So, I hope that answers the question.-

**[Craig Smith]:** Thank you for that. Thank you, Anna-Lise. I'm just conscious of the time. We've got a number of questions. I'll try and get through them as quickly as we can.

Miriam writes...Just bring Miriam back up. Um...here we go. "Do students progress through the levels based on their language proficiency or based on age/grade level?" For example, a grade two student moving on to grade three, do they stay on A2 or be transitioned to the B1 Pathway?" Kellie, do you wanna start and then throw it over to Anna-Lise?

**[Kellie Heintz]:** I'll throw it over, yeah. Mollie, would you like to answer that one?

**[Molly Daphne]:** Sorry. Sure. Yes, I can answer.- Can you repeat the question, though?-

**[Craig Smith]:** Yes, I can. "Do students progress through the levels based on their language proficiency or based on age/grade level?"- For example...-

**[Molly Daphne]:** So, you're using...Yeah, so, the student is placed on a pathway based on the age that they're at, so the school level and the age. In terms of language progress, that's based on the pathway and the level. So, they're progressing through their language based on what's on the curriculum. And that's...you know, that coincides with the age and the year level that they're in.

**[Craig Smith]:** OK. Thanks, Mollie. Rachel writes, "Should we be trying to help a student move up a level by seeing if they can also do activities from the next level up?"

**[Molly Daphne]:** Yeah, I can answer that again. And, yes, absolutely. As teachers, we know about development and we know about the zone of proximal development. So, yes, absolutely, you should be extending them.

**[Craig Smith]:** I'm gonna roll two questions...I'm gonna ask them both because they're very similar topics. So, this is from Jillian and Lucy. Jillian writes, "Should EAL students be graded using the EAL curriculum pathways for all subjects? For example, for science, for art, and so on." That's the first one. And Lucy writes, "Can I please clarify what is the expectation for non-English teachers at the secondary level? Are they expected to plan for language learning or just use the EAL curriculum as a tool for understanding?"

**[Molly Daphne]:** OK, so, in regards to the first question, in reporting, if you are a maths teacher or a science teacher, you're reporting on your subject area. You're using your achievement standards. You're not giving an additional EAL report. The only time that the student gets that EAL report is in replacement of an English report. In terms of the second question...(GARBLED)..understanding the language demands of your learning area. You're planning to teach those language demands and you're also using the curriculum to support your knowledge of the student and how they're progressing in terms of their language development.

**[Craig Smith]:** Thank you. Question from Anthony. "How easy is this curriculum? How does it take into account the, um... the differentiation required in communication for EAL learners with a diagnosed condition and for parents to also understand the use of plurilingualism?"

**[Kellie Heintz]:** So, I guess the question there is, are we talking here about a student who has a disability? And if we are, then the thing that we really need to keep front and centre of our minds is, how are we dealing with those students anyway at the moment? Now, if there is a student who has a diagnosis of a disability, there is a curriculum called...that is ABLES that is available for those students. If the student is EAL AND fits under the ABLES curriculum, then, as a school, you will need to determine where the greater need is. What is it that this student needs in terms of their language development? And it might be that the EAL curriculum is more suited to those students...to that particular student, or it might not. It might mean that the other curriculum is most suitable. So, nothing changes here. This is about how schools would be operating as they are now. What would you do with a student who fitted into that category now?

**[Craig Smith]:** OK. I'm sort of just skipping around. I'm very conscious that we're all but out of time. Question from Sally. This concerns measurement of movement for EAL students at her school. "What do you suggest during...each student progresses at their own rate depending on experience and background? One, should students be put back on the EAL report if they've been on a Victorian Curriculum report? And are they practically at level on the Victorian Curriculum? Are students considered EAL when they're born in Australia and entitled to an EAL report and support?" - There's a mixture of questions there.-

**[Kellie Heintz]:** Yeah. Can I get Anna-Lise and Chris to answer those ones?- Because they're two different ones.-

**[Chris Finch]:** Yeah. Look, it's Chris here. And I don't know where you teach, Sally, but in terms of the government school sort of policy and the Catholic Education policy, I think it's the same. First of all, in terms of data and measuring movement by cohorts of students, it's almost impossible. As you point out, they're all at their own.....they all have their own experience and background, so you can't measure the rate of a cohort. And that's, you know, why we don't have, say, a level is 6 months or 12 months or any particular indication. So, it's a really challenging piece of work for data analysts to do. And I'd invite you to email us at EAL@education.vic.gov.au if you are in a government school, and we can have further conversations about that 'cause the data is a challenging thing. You need to be looking at individual students and taking into account all the stuff you know about their backgrounds. Should students be back on EAL once they've been on a Vic Curric report? I think Kellie gave an answer to that before, and we would support that. You know, you've gotta put the child at the centre, and their learning needs and their language needs. So, if they need EAL support, they need to learn to improve their English language proficiency in order to access the content of the rest of the curriculum, then that is when they are considered to be EAL and best taught against the EAL curriculum. So, that kind of answers the next question. If they were born in Australia, they've grown up in a family where they don't speak English at home, the language of home is not English, they are very likely to have EAL needs and they're entitled to have EAL support as long as they need it.- Thanks, Craig.-

**[Craig Smith]:** Thank you. Um...got two questions here around the department's reporting tool. Where can teachers find that?

**[Chris Finch]:** Now, I've just put the address in there, so if you go to the department's website and you put "EAL" or "EAL reporting tool", you will find it. And I've put the links underneath those two questions for those people.

**[Craig Smith]:** OK. Thank you for that. OK, um...lucky last. Um...doo-dee-doo-dee-doo...Oh, yes. This is a good question from Sarah, which has come up before. "So, can students be at different levels across the major strands of communicating, reading and viewing and writing?" Kellie, would you like to have a go at that?

**[Kellie Heintz]:** Yes, they can be at different stages and different levels across different strands. But our position would be that they would need to be at the same level for each before they can move from where they are. So, Chris, can you just reiterate that government position there?

**[Chris Finch]:** Yes, that's the government school position, that students can be...should be, um.....they can certainly be at different levels, so you can be at B1 for speaking and listening and be, say, B1.3 for speaking and listening,and B1.1 for writing and things like that. Also, on that FUSE package is the address I gave before. There's some diagrams that show student pathways and their progress across levels at different modes. So, they're well worth looking at. So, if you go to FUSE, find EAL curriculum, there's a package of pathway diagrams. So, it's visualising the progression samples that are on the VCAA website, turning them into a visual document.

**[Craig Smith]:** OK. And that's where, unfortunately, we will need to wind it up for this afternoon. For those who posted questions and didn't get the opportunity to have a reply or answer, there are two email address on screen at the moment. One's directly to Kellie, the other one's to the team at the department. Please feel free to write to either. We will ensure someone gets back to you.

First of all, I'd just like to thank Kellie for your presentation. It was very, very thorough and clear. Thank you for that. Thank you to our colleagues from the Department of Education and Training and the Catholic Education sector for your support this afternoon. My thanks, as always, to Peter in the background. And...but most of all, I'd like to thank everyone who's come along today, for your terrific questions and for your interest. And let's keep the conversation going. So, over the next two months, we will be running additional professional learning sessions. Kellie pointed to them in October, especially the one on reporting and assessment, which I know a lot of teachers are very keen to learn more about, but also the curriculum planning session as well, as well as the plurilingualism. So, hopefully, we'll see you at those sessions, if not before .So, thank you and good afternoon, everyone.

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