**Mollie Daphne:** I’m now going to pass over to Kellie, who’s going to walk us through some of the different levels of planning. Thank you.

**Kellie Heintz:** Thank you, Mollie. Can you just change presenter? Thank you.

I just wanted to draw your attention to a curriculum planning resource that is available to you all. We have, at the VCAA, a website devoted to curriculum planning, and it provides you with a range of curriculum planning templates. These templates provide you with the opportunity to plan at different levels. So you can plan by school, by curriculum area, by year level, or by units and lessons. So I thought it might be useful if we had a bit of a tour of that website, so that you could see the kinds of things that you have access to and that you can use to support the implementation of this new curriculum.

So, Alicia, I was wondering if you could show everyone the website? Just bear with us out there. We have to do this as a tandem exercise.

**Alicia Farrell:** Yep, just loading up. So give me a minute to share.

**Kellie Heintz:** Thank you. So, if you follow that link, that link will take you directly to the Curriculum Planning page. And on that page, you have a variety of options. Thanks, Alicia.

So, as you can see, this webpage is devoted entirely to curriculum planning. And it’s a resource that anyone from any sector can access. This resource provides you with different ways to plan, and this will depend upon the stage at which you’re at with your EAL curriculum. But, as you know, there are many levels of planning, and this means that you’ll probably have to go through more than one stage as you prepare for the implementation and embedding of this curriculum into your whole-school plan.

So, Alicia, could you just point to the different headings? Oh, I can do that. I didn’t know I was that good.

If we go across the top by the banners – you can see Alicia’s pointing there – you can push whatever link you need, depending upon whatever level of planning you require. Now, we would suggest that you firstly look at a whole-school planning approach, because it’s important to have a sense of the big picture before you move into the finer detail.

So, Alicia, would you please be able to push the link for By School? Thank you.

Now, as you can see, By School gives you a clear outline of the kinds of things that you need to take into account, I guess from the position of a leadership team and from the perspective of those who are viewing the curriculum in its entirety.

Now, for those of you who are planning or embedding EAL for the first time, you would treat it as you would any other area, as Mollie suggested. So, when you’re looking at different aspects of your school and the way they fit in with the overall mission or the overall culture of your school, your considerations need to be made about the way EAL fits.

So, Alicia, if you scroll down, please, on that page, there are different templates. And so there are...there is one template for primary school...

Sorry. They’re written statements. If you... Alicia, could you click on the first Victorian Curriculum F-10 School Planning templates in bands? So, this one here. Thank you.

We have a...we have a bit of lag time today, but that’s OK.

So, as you can see, this is the document that Mollie used. And you need to consider where you’re going to place EAL, and then think about the way that EAL is positioned within the curriculum in terms of the other subjects and learning areas. So, this is very broad brushstroke in its approach, but it provides you with a snapshot of what your students will cover in a year and what the kinds of things are that you will need to consider when implementing the EAL curriculum throughout, not only as an individual subject, but also how EAL touches upon, and is embedded within, the other subjects that are taught across the school.

And there are other bands that are available. So, we have towards Foundation all the way up to Years 9 and 10. So, that’s the first template available to you.

Alicia, could you please close that one and then go to the next level of...of planning. So if you scroll back up again... Sorry, people, it’s very clunky, but at least you’re getting to see it.

**Alicia Farrell:** OK.

**Kellie Heintz:** So if you just go back up to the...

**Alicia Farrell:** So, I’m opening... Just double-checking... Am I opening just here...?

**Kellie Heintz:** Go... Scroll back up to the... No, just scrolling back up to the top, and then the next click tab, which would be By Curriculum Area. Thank you.

**Alicia Farrell:** Sure.

**Kellie Heintz:** And then, if we scroll down... Again, there, you’re given question prompts to support you, and then you also have examples for curriculum areas that are not just for secondary school for English, but also you’ve got one for primary school and you’ve got one for secondary school. So this caters to both sections.

So could you please open the primary one, Alicia, so everyone can have a look at what we’re talking about here?

Now, remember that this is a layer of whole-school curriculum planning. When you start off with the big picture, you’re now drilling down into the next layer. And, as you know, this is part of your core work and should be something that is a natural part of your process as you are moving through the cycle and planning for each of the stages of your planning process. So, rather than seeing this as an add-on, it is something that is part of, or integrated into, what you will need to do in terms of preparing for a focus for EAL students.

Now, this just gives you an example of the kinds of things that you need to consider in terms of curriculum area. You have an overview, you have the different bands and the different levels within, you have the kinds of number of hours that you’ll expect students to spend in particular areas. You have the achievement standards there.

Alicia, could you just scroll down a bit further, please? Thank you. And keep going down to the next page.

And so you can take those level statements and really start to break down how your EAL curriculum is going to be embedded within these different levels. Now, the first go at this is going to take some thinking, but once you get the hang of it, it’s something that should become a natural progression when you get more comfortable with the different levels that students enter your classrooms on in terms of the their English language proficiency.

So if you just scroll down again, Alicia. Thank you.

So that’s just to give you an idea. I just want to give you an overview. Often these resources are out there, but we’re not aware of them, and I really want to just point you to this as something that could really support you.

Thank you, Alicia. For those of you who are putting the question in, “Where do we find this document?” The link is in the...in the presentation. But if you put in “Curriculum Planning VCAA”, there’s an actual curriculum planning page for you, so hopefully you can find it.

So, we also have Year Level, and then we have By Unit or Lesson. I might skip Year Level and I’ll just go to a Unit and Lesson, Alicia. If you could just push that for me, and we’ll just see, when you scroll down and you’re getting down to the nitty-gritty, I guess, of what it means for an individual teacher as they’re planning.

So, primary school teachers generally have their planners and they plan ahead. Secondary school teachers often will have templates or lesson plans that they work from. So, depending upon the method you use, you can apply any of this to either of those models.

Alicia, in this instance, could you please open the secondary school by unit or lesson, just to show everyone what they look like as well? OK, so if you can just... There...

And this is a really important one, because this is a maths one. This is showing you the kinds of...breakdown of a maths lesson. And I guess, as a maths teacher, the way that you would need to consider the use of language and the way that you would actually differentiate and break down some of the difficult language that may appear here for EAL students is what this is about. So, it’s not about changing the whole lesson, it’s about differentiating and having a look and thinking about access to language. How can a student access this content by means of you providing them with some scaffolding? So, you’re still teaching maths to them, you’re still teaching the same concepts, but you’re using some language that may be simplified in order for the student to access the content.

Thank you, Alicia. And you can close that one, and if you could go back to the slides, then, I can move to the next one. Thanks very much.

So, today, we have provided you with a range of different ideas and resources. Here is a list of them here. We have for the department schools the DET Data coaching. The FUSE resource – Getting to know the new EAL curriculum, is available and accessible to all of you. It is not just for government school teachers. All schools can access this. Then, also, that goes for Resources for implementing the new EAL curriculum. In Yan Yao’s presentation, she spoke about a literacy teaching tool kit, and this is the link to that. So, this slide contains all of the resources that we’ve referred to during the presentation.

I also wanted to point you in the direction of two additional webinars that we’ve created for you as a means of supporting you further. Our suite of professional learning has grown as the year has progressed, as we’ve recognised different needs of different groups of teachers within the school community.

So, on Thursday this week, we have a presentation for you about differentiation strategies to support EAL students. This is something that could apply to any one of any subject out there, whether you’re in primary or secondary school, as it means that there’s an opportunity for you to think about the kinds of things that you might need to do to support your students by means of differentiation. Rather than reinventing the wheel, what do you have to do to make your content accessible?

And finally, we added another webinar, which is the last one of our complete program, and it’s a Q&A. So, when you go in to register, those...there is an opportunity for you to type in any questions you still might have about the curriculum, and our goal for that webinar is to respond to all of the questions that continually come up. So, there’s still some uncertainty about specific areas, namely transitions of students to different EAL pathways and also the granular kind of breakdown of the reporting system. I think they’re probably the two main questions. And we want to unpack those again for you to support you as you begin planning.

Our contacts are here. So, I am at...my name’s Kellie, and I’m at the Victorian Curriculum Assessment Authority. Now, my role is to be responsible for the curriculum itself. The department and the Catholic Education Commission of Victoria are responsible for helping you with your teaching of the curriculum. And, you know, if you have a question and you send it to the wrong place, we will always send it on to the correct person that can answer your query.

Now, I have had some questions that have come up in the chat, and I’d like to address those now.

So, the first one is from Sam, and Sam asks, “Are there any particular ways that are recommended for implementing curriculum in mainstream English classes?”

Mollie, I might get you to respond to that one, and then I’ll add some more comment as we pool our resources in response to this. I think the first thing that’s important to recognise is we understand that most of you will be teaching EAL students within mainstream classrooms. So, there are those schools that do have the funding to support separate classes, but we know most of you do not work in those situations. So, much of what we’re talking about here is to be applied to those mainstream classrooms.

So, I’ll pass over to Mollie to respond, and then I’ll add anything, if there’s anything further.

**Mollie Daphne:** So, my response to that would be to start with the curriculum document planning. So, to look at the learning area of English and to then look at the EAL curriculum, and embed that within the English curriculum. So, in that way, you are highlighting the language demands that maybe need to be addressed – or supported, is a better word for that – within that English classroom. And as Kellie said, you don’t necessarily have to teach completely different texts or do completely different things. It’s about identifying at what points you could support your EAL learners within that mainstream context.

**Kellie Heintz:** Thanks, Mollie. I’d also like to add that that leads on perfectly to our webinar that we have on Thursday. Really, this is about differentiation. It’s about taking what you have and making decisions about the best way that we can make the content accessible for students. So, we have the Professional Learning Webinar for you on Thursday. If you’re unable to attend it at the time, it will be recorded and you can access it at a later point.

The other...the other point I’d like to raise is that we’re currently developing resources and these resources are being developed around how you can differentiate lessons from an EAL perspective, and these resources are going to cover all of the different learning areas. So, there are examples for maths teachers, examples for science, for the performing arts, for science, across all learning areas. And so you will have the opportunity to see different stages of EAL learning and pathways, and the kinds of differentiation that would be required for those particular students who are at that level of language proficiency. So please look out for those.

Now, I have some other questions here, and I will just go through them now.

Chloe has a question for us – “What recommendations do you have in terms of curriculum planning if the majority of students are EAL? That is, do we focus on the EAL curriculum and embed English?”

Now, of course, this very much is determined upon your location in Victoria, because some schools will have a proliferation of EAL students and others may have one or two. And that’s the challenge we have with covering material for all of our students. So, Mollie, could you give your suggestion there?

**Mollie Daphne:** Yeah, absolutely. The first thing that comes to my mind is, even if you have a large cohort of EAL learners, they will not be all at the same stage of language progression. So you are essentially planning for that diversity in learners as well. So, again, applying differentiation is the recommended approach to doing this. So, in terms of planning, it would, you know, again, depend on how you decided to make provisions in your school, whether you’re having separate EAL classes or whether you’re doing that in the mainstream. If you are, in your situation, you’d need to be aware that not all EAL learners will be at the same stage of the curriculum, so your planning takes in a lot of differentiation anyway. And it’s about catering for all of those language levels within your classroom.

**Kellie Heintz:** Thank you, Mollie. Now, I’ve got a few questions about how to access the recordings and how to register for the PL. If you have a look in the chat function, Alicia has put those links for you. So, there are links there to the past professional learning materials, there are links there to the curriculum planning website, and there are also links there to how to register for the upcoming Differentiation Webinar.

Now, Kerry has asked, “Are there earlier sessions for those schools where EAL students are in mainstream settings?”

Within our whole program of webinars that we’ve produced over these past few months, there are different...they were designed with different audiences and purposes in mind. There were...there was one for new teachers of EAL. There was another that was for experienced teachers. There was another one for those who teach in English language centres and schools. And there are also, within those, a different focus on if you have mainstream classes with EAL students within them. So, if you go back and have a look at the suite, you will find that, within the whole collection, you should be able to find information that would support...that would support that.

Now, we have a question from David – “Where and when will we be able to locate and access today’s presentation?”

David, the presentation will be at the link where...one of the links that Alicia’s put up, which is the Professional Learning Program. It will take us a few days, because this webinar needs to be developed and edited so that it’s suitable. We need to put captions on it for those who are deaf and hard of hearing, etc. So it will be up as soon as possible.

Now, I have a question from Kylie – “We are talking about PAT tests, etc, and how to ensure they are equitable for all students. Do EAL students get extra support on tests administered by specific outlines?”

Mollie?

**Mollie Daphne:** Generally, with tests that are administered from a package, there will be guidelines in relation to EAL, so you need to refer to those guidelines in the administration package. So, with NAPLAN, there’s guidelines around students who have been in Australia for less than a year not doing NAPLAN, and other tests and packages are the same. So check those guidelines, see what they recommend, and also remember that, whenever you’re viewing standardised testing, that you’re not viewing that alone, that you’re actually triangulating that data against other work samples to make good judgements – or balanced, I’m sorry, balanced judgements – about where that student’s language progression is, and also how they’re meeting other demands of the curriculum as well. So they’re not looked at in isolation, but triangulated against other datasets.

**Kellie Heintz:** Thank you, Mollie.

We have another question – “In a class that is just EAL learners, would the EAL curriculum be taught solely, or would elements of the English curriculum be taught as well?” And this is from Deanne.

I mean, I think that’s an interesting question. And I think that speaks to what Mollie just said. You need to establish the different pathways, different levels that your EAL learners are on, because you might have some EAL learners that are close to being ready for the English curriculum. So I would say that, initially, you would be working within the EAL curriculum, and differentiating according to the different levels that each of your learners is at. However, as they move towards being able to be placed on the English curriculum, I think it would be important to introduce elements of the English curriculum to support that.

Mollie, would you like to add anything else?

**Mollie Daphne:** Yeah, I would agree with that as well. And planning with the English curriculum in mind is important, because there are skills within the English curriculum that EAL students may be able to access, as well – so, developing analysing skills or evaluating skills or other things that are specified in that English curriculum. So really planning, I mean, you’d be planning from both. You would be looking at both curriculums and you’d be considering where your student’s at in terms of their language progression. And, definitely, the aim is to be working towards that English curriculum. So giving them a chance to access that as early as possible will support that.

**Kellie Heintz:** Thank you, Mollie. Now, Mollie, I’ve got another question here about formal testing. This is from Carol – “Should the EAL students complete these formal tests, such as ARCOTS and PAT, if they are reading at very low levels?”

**Mollie Daphne:** Yes. So, yes, I mean, you would need to talk within your school about this, but, yes, we say that EAL students should be participating in all standardised testing and all learning opportunities. So, this curriculum is a pathway to learning opportunities. It’s a pathway to access and equity. So, it’s giving them a way into all facets of learning, including assessment as well. But, as I said before, you do need to look at the tests that you are doing, or the assessment that you’re doing, and the administration package, and the advice given on those packages as well.

**Kellie Heintz:** Thank you, Mollie.

Yan Yao, could I ask you to come back on, because I need you to respond to one of these questions. Before Yan Yao responds... So, this is a question from Maryanne – “Would EAL students from three different year levels be better off in a stand-alone EAL class, or remain within their mainstream English class and have the EAL teacher differentiating tasks for them?”

I’ll throw that to Yan Yao and Mollie, because it’s very important for you all to recognise we’re not the authority on what your schools do. We offer suggestions as to the kinds of things that are best practice, and also that we feel supports EAL learners. But, of course, within every context, things are different.

So, Yan Yao, what would your response be to that question, in terms of government schools?

**Yan Yao Choong:** I think, when you’re talking about different year levels, you’re also looking beyond the language proficiency levels. You would also be looking at the social aspects of, you know, putting students of potentially very different ages in the same...in the same learning situation together. So that’s one thing that I would consider if I’m doing that. I think there’s pros and cons to having EAL students be withdrawn from the classrooms, and also staying within the mainstream classroom. The students will learn...you know, can learn different things in different situations. So it all kind of just depends on your school, on your context, and what your school thinks is best.

Students in a withdrawn EAL classroom, they could have the opportunity to really focus, you know, have this short...you know, face-to-face, one-on-one focus, or small-group focus on some intensive language learning. But they also need to be...I guess, be involved in the bigger...you know, what everyone else is doing, all the other learning. There’s a lot of things that students will learn through their peers in the mainstream classroom as well. So, as I said, you know, look at what your school thinks works best, your own context. I think there’s merit in both.

**Kellie Heintz:** Thank you, Yan Yao.

Just before... Maryanne, who asked that question has now going on to qualify a couple of things. Maryanne, could you please put your email address in the chat box there and we’ll respond individually to your question? I think that might be better.

And then, this is the final question for this afternoon, and I’d like to get both sectors’ views on this. Chris has asked this question – “Is it still standard practice to get parent approval or permission to put a student on the EAL curriculum?”

So, could I get your view there? Because I think it’s different according to different sectors and funding, etc. So, Mollie, if you give the Catholic perspective first, and then, Yan Yao, if you give the government perspective.

**Mollie Daphne:** Yep, sure. So, we...we believe in partnering with parents and families. So, we have a big emphasis on working with families and being collaborative with families. So, with that in mind, consulting with the family, including them in the decision-making, and the student as well, is very important. So, this may come through conversation – it doesn’t necessarily come through a signed form – but we do encourage you to do this collaboratively, and to involve parents wherever possible.

**Kellie Heintz:** Thank you, Mollie. And Yan Yao?

**Yan Yao Choong:** Yeah, I think, you know, when the student enrols in the school, if you are able to identify the circumstances from the beginning through, you know, your language and learning interviews if they’re EAL students, then you would, you know, recommend that as the best course of learning for the EAL students. Typically, you know, there have been situations where some students have been taken off the EAL curriculum and onto the English curriculum, and then later on the teacher’s discovered that they actually still have EAL learning needs, and then wanting to go...put them back onto the EAL curriculum. And I think, you know, in those cases, you would need to communicate very clearly with the parents why there’s been a change, why there’s been a shift, and just make sure that they are supportive of that decision as well.

It’s for...it’s about the student’s learning needs. And I think, you know, when you speak with the parents and explain to them very clearly, then they can see why, you know, the EAL curriculum would be best suited for their student’s...for their children’s needs, if they are learning English as an additional language.

**Kellie Heintz:** Thank you, Yan Yao.

Well, that brings us to a close for our webinar. I would like to thank Yan Yao and Mollie for their presentation today. I would also like to thank Alicia and Craig, my colleagues, who have been supporting us with technical...technical things, and also supporting us in the background.

Thank you very much, and we hope to see you at one of our, or both, final webinars for the year. Stay safe, everyone, and we hope to see you again soon. Thank you.

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