**Kellie Heintz:** Good afternoon, and welcome to the webinar for the Victorian Curriculum: English as an Additional Language F–6. My name's Kellie Heintz and I am the EAL Curriculum Manager at the Victorian Curriculum and Assessment Authority. I'd like to welcome you all here this afternoon. This is a very important year for the teaching of EAL, and I'm pleased to be able to share information about it with you, to help you to support the implementation of the curriculum into your schools.

Before I begin my presentation, I would like to acknowledge country, for those of you who are out there, in the audience, who are all on different lands today. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region. I would like to

pay my respects to elders past, present and emerging, for they hold the 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.

I've designed a fairly straightforward presentation for you today, where I'm going to look at the who, what, why, where, when and how of the new curriculum for you.

So, we're going to begin with 'Who?'. Who is the curriculum for and who is responsible for teaching it? The curriculum is designed to support all EAL learners. That includes those who are unfunded, those from an LBOTE background - so languages...language backgrounds other than English - and those are on the CASES platform. In designing this curriculum, it was envisaged that it would be available to all students who require English-language learning support. So, if a student happens to be unfunded but really does need that EAL support, you are most able to do that within your schools. So, please use it where you see there is a need with your learners in your schools.

So, who is responsible for this curriculum? Well, the whole school is, in fact, responsible for planning and implementing the new EAL Curriculum. In particular, EAL specialists will need to be consulted for their expertise. But essentially, all teachers in schools that have EAL cohorts need to be aware of the English language needs of those students they have in front of them. So, as a generalist primary teacher, your responsibility is to be aware of who you have in front of you. I've taught in schools where the EAL learners have not been identified on rolls or lists, and

sometimes teachers have been teaching EAL learners but unaware that they were in the classroom. So, it's important that you, as a teacher, is aware of these EAL learners in your class. You also need to have a sense of the proficiency levels of these students, because EAL learners come with lots of different experiences and levels of English. And it will be important for you to understand where the EAL student is at in their English-language learning so that you can provide the most appropriate support for them. And once you have that information, it will help you to be able to plan for and support the language learning of these students, so that when they are in your subject, they have the ability to access the content. So, this EAL Curriculum has been designed as a reference for those teachers who are not the EAL or English teacher, so that you can work out what kinds of things you can do in your planning and teaching that will enable your EAL students to access the content of your learning area.

OK, so, what is this curriculum all about? What is it made up of? Well, the first part is the EAL Curriculum has been designed according to three EAL pathways. These pathways are a continuum and they've been structured as three different levels - Level A, B and C. Each pathway describes a different stage of English-language

learning - early, mid or late immersion. That means, "Has a child entered their language learning at an early stage in their childhood, in the middle stage of their childhood or at the later stage of their childhood?" And each of these pathways is divided into different levels. They go from A1 up to C4. Now, because I'm talking to a primary school audience, you will only be responsible for Pathways A and B. Pathway C is relevant specifically to secondary schools.

As you can see on this diagram, the pathways are arranged according to where a student enters into their English-language immersion. Our research tells us that the younger a child is when they begin to learn a new language, generally, they will learn

that language more swiftly. So, if a child enters their English-language learning at age five, their progress through the levels is often much faster than a child who begins their learning of the new language at, say, age 12, when they enter Year 7.

So, the levels for primary schools, Pathway A and B correspond to the rates at which children generally learn language at their particular ages. So, the diagram represents when a student enters into their learning of English. Note that there is no Level AL.

A... But there is a level BL and a CL. BL and CL represent when a child comes into your subject without any English at all or very limited levels of literacy in their first language. There is no level AL because it is assumed that all children entering the Prep year are pre-literate. Therefore, they don't come with any language literacy levels that would set them apart from the English-language learners who haven't got English as their first language. As you can see, the graded shading of the diagram shows that a learner moves from limited levels of literacy towards beginner levels, developing levels, and by the time they reach the end of the pathway, they're at their consolidating levels of English proficiency.

Now, the pathways have been designed very carefully around the kinds of typical experiences that children will bring with them when they enter the school context. So, those students on Pathway A are commencing their language learning at an early stage in their childhood. So, often, they'll be represented by those students who

have had some experience of formal preschool or school, but they are more able to readily adapt to the school setting. A student who's located on Pathway A may have some experiences of formal learning in their home language or some experiences of informal learning. It will just depend upon where they've come from and how they've

arrived in Australia, and the kinds of experiences they bring with them.

As the student moves through the different levels, they become more proficient in English. And this is where you, as the teacher, is able to make a professional judgement about when your student moves into the next phase of their English-language learning.

EAL Pathway B is mid-immersion level, and what that means is the student arrives into the school midway through their childhood. They will generally have more experience of the social use of language and they have had some experience of other languages. And it will just depend, again, on their experience as to what they bring with them. Those students who arrive in your school at approximately the Year 2 or Year 3 level, that have little or no English proficiency and fewer than two years of formal learning in their home literacy, they will commence at BL. But those of you...those students who come with a bit more language, they can be placed at a different level on Pathway B. So, they could maybe commence at Pathway B, and you will have to determine where is the most appropriate for them.

So, the second part of the 'What?' of this curriculum is the actual documentation. Now, this curriculum has been organised by pathways, language modes strands and sub-strands. Those of you who have the specialisation in the literacy or the English area will recognise the language modes. The language modes in the EAL Curriculum are consistent in the English Curriculum. The only difference is that the language modes in the English Curriculum do not represent the order in which a language learner learns language.So, we were very careful in the design of the EAL Curriculum to ensure that the language modes represent the development of

language. So, the first language mode is Speaking and Listening, the second language mode is Reading and Viewing and the third language mode is Writing. And this is a replication of the way children generally learn language.

Now, for those of you who might be looking at this and thinking, "What does this mode refer to when it says 'Viewing'?", an important thing that has occurred in English is that the idea of a text has been opened up to move beyond that of a print text, such as a novel or a short story or a picture book. And the word 'Viewing' has been incorporated into this mode. So, 'Viewing' refers to those texts that require viewing on a screen - so, for example, film as...as text. So, when we're talking here about a student learning English, they're learning by more than just reading the printed word, but they are now learning through the viewing of other texts. And that is a really important thing to keep in mind when you're working with your EAL learners.

So, the other organisational structure for the curriculum is it's divided into strands and sub-strands. This is consistent with other curriculum across the Victorian curricular suite. So, you should be familiar with the idea of strands and sub-strands. In relation to EAL, the strands are Communication, which is an all-encompassing strand that has a sub-strand that is by the same name, and that involves looking at the different ways that we communicate, whether that be through speaking and listening, through writing or a combination of all of the above. The next strand is Linguistic Structures and Features. And this refers to the way the different texts and, um...the different ideas that we work with are structured according to particular

patterns. These sub-strands include Text Structure and Organisation, Grammatical Patterns, Phonology or Graphophonics - so the way that words sound - and Word Knowledge, the words on the page. So, this is particularly broken down in terms of the way we would have taught grammar and phonics to our other students across the English Curriculum.

The new strand that appears in the EAL Curriculum, that is quite innovative and really speaks to the latest research, is Cultural and Plurilingual Awareness. This refers to the capacity of your EAL student to bring with them a linguistic repertoire from their home language or the other languages they speak. And with that comes

specific cultural understandings that support their learning of English. So, this sub-strand is dedicated to looking at the ways you, as a teacher, can incorporate strategies within your teaching that supports the plurilingualism of your students. The plurilingualism refers to the multiple languages they bring with them. So, it's this idea of valuing the other languages and seeing them as something to build on, rather

than seeing them as something that impede their learning of English. And that's quite a shift for some teachers because they have been working in quite a different philosophical platform up until now.

So, there is a link here to the Victorian Curriculum web page that will take you to the EAL Curriculum, where you can go through and have a look at the structure of the curriculum. Please note, there are many ways that the curriculum is represented on the website, and you can tailor that according to the way that you want your, for example, curriculum to be printed out, if you like to work in hard copy, or the way you'd like to view it on the screen. So, I recommend that you go and have a look and have a bit of a navigation around the curriculum, because there are lots of things in there that may assist you with your teaching.

The next question that's really important to answer is "Why did we develop an EAL Curriculum?" Well, as you can imagine, we felt that it was very important to establish EAL as a stand-alone curriculum in its right...in its own right. Unfortunately, up until this point, EAL students have often been caught or become invisible within English

classrooms because there hasn't been a clear direction for them. We did have the EAL Continuum that has existed up until now. But this is quite different to a curriculum, which is what we are now providing you.

So, what is important about this curriculum? Well, it's important that it has its own status within the suite of other learning areas. It is consistent in structure across all of the learning areas. And it was really important that we recognise the diverse backgrounds and learning experiences of all the students that we have in front of us

in our classrooms across Victoria. So, the curriculum was long overdue and this is something that we're trying to address through this document. It was important, too, that the specific needs of EAL students were supported, and we wanted to also make sure that people are really clear that EAL students might know more than one language really well and that they have lots of skills that they bring with them. And these skills can be drawn upon in your classrooms to support their learning of English. So, rather than seeing the students' knowledge of other languages as a

deficit, it's important now that we actually flip that view to seeing it as a gift - something that we can use and build on to support their learning of English.

So, where and when is this curriculum to be implemented? Well, in 2021, the curriculum is mandated for implementation. So, that means that for this year, government schools and Catholic schools are required to implement this curriculum. Those of you who work in independent schools, this will need to be guided by your leadership because independent schools teach different curricula. Some

independent schools teach the Australian Curriculum. Other schools teach the IB. And, so, those schools that teach the Victorian Curriculum will need to be aware of this, and they will make the decisions about when this curriculum will be implemented in each school.

So, implementation will take place across all learning areas. So, what that means is students who are EAL learners will hopefully be able to be supported in all of their learning areas, not just in their learning of English. And implementation needs to take place across all primary schools in the state. So, how are we going to implement

this curriculum and how are we going to do that effectively? The most effective way for the implementation of the curriculum is through collaboration. School leaders will need to consider how the implementation of the EAL Curriculum impacts on the whole-school EAL approach.

Now, some of you may be sitting there, thinking, "We don't have a whole-school EAL approach." Well, this is your opportunity to develop one. So, it might be the case that you need to change how all teachers of EAL learners work together. You may need to reconsider who is involved in EAL planning. And you might need to appoint or make sure that someone has oversight of the EAL program. As I said previously, we are trying to bring our EAL students into the light, so that they're no longer invisible and they get lost underneath all of the other things that go on in school. So, it's a

really important opportunity for specialist EAL teachers to share their expertise with you, whether you are a generalist or a specialist primary teacher.

I can also now hear some of you shaking your head and saying, "We don't have an EAL specialist in our school." And I understand that that is the case in many schools. So, what we would be asking you to do is to turn to your literacy or English specialist to support in the implementation. Of course, this will require some time allowance for

these people to work with the teachers in the schools. So, it's important that the leadership teams in schools really recognise that there is an added layer here that is being required of those who have EAL expertise, so that they can do justice to what needs to be done, so that the EAL students are supported efficiently in your schools.

So, how will this be done? All primary teachers of EAL students will need to refer to the EAL Curriculum to gauge the English proficiency of their EAL learners.

So, I need to re-emphasise here - teachers who are generalist primary teachers and specialist primary teachers, you are not using the EAL Curriculum as a document for your teaching. You are using it as a reference document. You're using it as a reference document, with the EAL specialist, to work out the kinds of things you would need to do to support the EAL learner to access the content in your area. So, the document that is the curriculum can lead you to an understanding of where that EAL learner is at and the kinds of things they can do. And what that should then do for you is enable you to get a sense of their English-language proficiency so that you can then differentiate your teaching effectively enough so that your EAL learner can access the content.

So, for example, if you are a PE teacher and you have a unit of work that you're teaching, which happens to be on AFL football, you will need to consider the content-specific vocabulary that appears in this sport. So, if you know that your EAL learner is an A1 student, so that means they have not been in English immersion very long and they have a very limited grasp of their home language, you will need to do specific things for them to help them to understand some of the concepts that you might be teaching. So, it would be difficult for someone with limited English to understand what it is to mark a ball or the role of the umpire or what a possession is. I know you might not be doing this in Foundation, but this is just an idea. This is

just an example. You might need to think about the linguistic-specific verbs of instructions that you use. So, would they know what 'play' is or 'contest'? You would need to think about the language for interaction that you use - move, run, fast, et cetera. And then, just to throw in another layer of complexity for these students, there are all the non-verbal things that occur within the game, such as a behind, a

high tackle, a trip, et cetera. So, if you know you have students who have just arrived in Australia and may not have had much English-language background, your role is to think about how you can make your lesson more accessible for your student, so

they can participate in this lesson on AFL football. And that's something that is really important, and it's the right of the EAL student to have that.

Here's another example. So, if you're a science teacher and you want to teach your students an experiment and you have specific content vocabulary that really needs unpacking, such as a test tube, a Bunsen burner, tongs, et cetera, then these are the things that you will need to consider - how you're going to differentiate that for the student. You're very fortunate in this instance because you have concrete objects that you can label and show the children. But when it comes to verbs of instruction or language for interaction, these are things that you'll need to think about. What do

you mean when you say 'place' or 'measure' or 'move' and 'return'? How are you going to show that to the student? If you're teaching them how to do an experiment and you're moving through the steps, how are they going to know when to move to each step? And language for clarification - they may need to be provided with

some language so they know the kinds of things they can ask. So, they'll need to be able to say things like, "Sorry, can you repeat that?" or "What was that step again?"

So, what this means for you in terms of being teachers, as far as assessment and reporting goes, is this. The English EAL teacher, that is the person who is responsible for the student's learning of English or EAL in the classroom - so the teacher who takes Literacy or the teacher who teaches English - you will report against the achievement standards from the EAL Curriculum for your EAL learner. In order for the EAL learner to move up in the curriculum, on to a different stage of their learning, they need to be proficient in all of the three language modes. So, often, a student might be proficient in one, but not the other two. So, it's important that you

wait for them to be proficient in all of those modes before they're moved.

So, what it means for all of the other staff in the school is that you continue to report, as you already do, against the achievement standards from your content areas. So, if you are a Maths teacher, you use the achievement standards for Maths. If you are an Art teacher, you use the achievement standards from Art. So, you are still reporting against the content in your areas. You are using the curriculum, however, to help the student access your content. You are not responsible for their English-language learning, as such. That takes place in the English/Literacy/EAL classroom. But the EAL Curriculum is the reference document you use so that you understand

the kinds of things your students can do and the kinds of things that you may need to do to adapt your curriculum for their access and entry into the learning that you are providing them.

And, finally, I'd like to provide you with my...my details. Here is my email address. If you have any queries for the F–10 Curriculum Unit, then there is the, uh...there is the link for that site for you to email them.

Now, I've finished the formal part of my presentation, but I have some colleagues from the Department of Education and Training available to respond to any questions about reporting that you might have or any queries that relate specifically to assessment, which is not part of the remit for the VCAA.

So, Kat, if you could have a look at the Q&A, because I actually can't see that either, and see if there are any questions in there that people have asked. We can then respond to those.

**Katerina Poropat:** Yep. So, we've had a couple of questions that have come through. I think one is... OK, so, we've got one from Jonathan. "Is there funding to support the implementation of the EAL Curriculum "in independent schools which adopt the Victorian Curriculum?"

**Yan Yao Choong:** I can...

**Kellie Heintz:** Um... Yan Yao, do you want to answer that or...?

**Yan Yao Choong:** Yeah, I can answer that.

**Kellie Heintz:** OK.

**Yan Yao Choong:** The Department of Education and Training funds the government schools for their EAL students, so independent schools will need to look to your own governance body about what to do with funding...for implementing the curriculum. That would be the same for all other curriculum areas. Are there any other questions?

**Katerina Poropat:** We've just had another one come through. I'm just clarifying the question. Won't be a moment. So, we've had another one come through from Vicky. "Can students who have lived in Australia their whole life go on the EAL Curriculum?"

**Yan Yao Choong:** So, the EAL Curriculum is for the students who are from a language background other than English, and who are learning English as an additional language. So, for some students who have grown up in Australia, they could have been speaking their home language...home languages at home, their whole life, and, so, then they still have that language-learning need. So, it would be

appropriate for them to be on the EAL Curriculum.

**Katerina Poropat:** And we've had a question come in from Trisha. "Does the classroom teacher report when they are a generalist teacher?" It's...that's about the reporting aspect.

**Yan Yao Choong:** Are you talking about reporting on the EAL Curriculum?

**Kellie Heintz:** Yeah, I guess, Vicky, you're asking, if you... So, the answer to that is if you are teaching your students Literacy or English as part of your role as the generalist primary teacher and you're reporting against...you're providing an English report for parents, then, yes, you do provide an EAL report for EAL students, if you're

responsible for the teaching of English to those students.

**Yan Yao Choong:** Yeah, so, you would report for...on the EAL Curriculum for the EAL student, but not on both English and EAL. So, just one or the other.

**Katerina Poropat:** This is possibly something for a point of clarification. There's a lot of confusion as to who is placed on the EAL...I think it's the continuum. Is there any clarification we can provide on that?

**Yan Yao Choong:** Um... Yes. So, um... Give me a second. So, again, students who come from a language background other than English, the LBOTE students, who are still learning English as an additional language, should go on the EAL Curriculum. So, the EAL Continuum is being replaced by the Reporting Resource, and the Reporting Resource will be available soon. And, so, teachers can use the Reporting Resource to report on EAL student language progress.

**Kellie Heintz:** So, it's important for those of you out there to know that the current EAL Continuum will be retired. You won't be able to access it soon because this whole new curriculum and the resources that support that become the reference documents for you. The curriculum is replacing the continuum.

**Katerina Poropat:** Thanks, Kellie, and we've got another question that's come through. "If a child speaks English very well, but they do not speak English at home, do they go in the EAL Curriculum?"

**Yan Yao Choong:** OK, so, you're talking about a child who comes from a language background other than English, but they're highly proficient in English. So, therefore, they do not have that additional language-learning needs and they can go onto the English Curriculum, if you think that it is best and appropriate for their language learning.

**Kellie Heintz:** I'd like to emphasise that schools have the capacity to make a professional judgement about whether the child is best served on the English Curriculum or the EAL Curriculum. We would really like schools to think about what is best for the student at this point, and you can make your professional judgement and make a call on that. And if you think that the student's language is proficient

enough that they don't need that additional support, then that's perfectly fine for you to put them on the English Curriculum. But if you feel that there is still some room for development in English language, then the EAL Curriculum is there for you to use to support them and to build their language capacity.

**Yan Yao Choong:** Yep, and can I add that some of the questions that teachers may want to use in discussions when you're making decisions about student transitions, obviously, one of them would be whether the student is consistently achieving the standard in the final level for their respective pathways in all the three modes in the EAL Curriculum. You also want to think about whether the student will be equally capable, across all the three modes, of meeting the learning expectations of the English Curriculum and, at the level, talk to their mainstream peers and then without substantial language support. You might want to think about whether the student is sufficiently proficient in understanding and using the academic language of the learning areas so that they can participate in learning activities across all learning areas. And you might want to take it one step further and think about whether the student will need...continue to need EAL support to understand and use academic language...English in subsequent years, especially when the cognitive and linguistic

demands of the curriculum increases.

**Katerina Poropat:** Um, we have a couple more questions coming through. So, "What happens if parents disagree?" I think that's probably in reference to whether the student... And this is from Trisha. So, Trisha, just to clarify, is that if they choose to move, say, the student off the EAL Curriculum onto the English curriculum, or is

this in reference to another disagreement?

**Kellie Heintz:** Kat, it's usually...parents are concerned if their child is on the EAL Curriculum. They want the child to be on the English curriculum because they feel as if it might be detrimental to their language development. And I think that Yan Yao and everyone would agree that you need to be open in your communication with the parents about what the school believes is the best place for the child, and to lay those reasons down and to explain to the parent that the EAL Curriculum is there as a scaffold and a structure to support the development so that their child can achieve later on, when they get higher up, into the more senior levels of school. Yan Yao, would you like to add to that?

**Yan Yao Choong:** Um, I think you're quite right there and probably, Lee-Ann, you might be able to jump in and give examples of what happens when parents disagree with, um...with assessment. But you would...teachers would gather a lot of information about the student's work and, in discussion with their parents, talk about why they think the child should be on the EAL Curriculum and explain how that's best

for their learning.

**Lee-Ann Tee**: Yeah, I think it's... Sorry. I think that it is important for teachers to have that conversation with parents 'cause it could also be a matter of parents not understanding the reason why we have an EAL Curriculum and how it will be beneficial for their child. And, likewise, it will also mean that their child is more likely to see progress on the EAL Curriculum because it's, you know, catered more for them.

**Katerina Poropat:** And then, so, another question's come in. "When it comes to reporting, they could stay on a level for a few years. Will this show as no progress on their report?"

**Yan Yao Choong:** So, there have been concerns about students not showing progress with the EAL Curriculum, which is why there are the proficiency levels, point 1 and point 2, that teachers can use to demonstrate progress within the level.

**Kellie Heintz:** Yan Yao, can you explain where that will be listed for teachers, so that they know where to look for that and when that will be available? Because we haven't presented any information about that to teachers yet.

**Yan Yao Choong:** Yep. So, the Department is releasing the Reporting Resource at the end of this month or early next month. So, it's coming soon. And within the Reporting Resource, we have maintained the point 1 and point 2 and point 3 proficiency levels and achievement standards that teachers can use to report student

progress on. And the point 1 and point 2, point 3 proficiency levels are there for each EAL level. So, all your A1s, A2, BL, B1, B2 and B3.

**Katerina Poropat:** Thank you. And we've got another question that's come through. "What if a child does not speak Australian standard English but does speak another form of English or dialect, such as Koorie English?"

**Kellie Heintz:** What's the...what is the actual question there about? What would the teacher like to know about that? Would you be able to clarify, the person who just put that one in?

**Katerina Poropat:** Yeah, I'll check that, yeah.

**Kellie Heintz:** Thank you.

**Katerina Poropat:** Yeah, Jessica, if you want to pop that in the Q&A chat box, that would be great. We'll just clarify that, and I'll just jump on to the next question we've got. One second. "When initially placing students, do they need to show they are not proficient in all three modes?"

**Yan Yao Choong:** Um, I can answer that. So, when you are placing your EAL students on the EAL Curriculum, you would... (INAUDIBLE) ..EAL students. And you can do that by coding...organising a language and learning interview with the parents to ask about the child's language and learning history. So, that's how you know that

they are EAL students. So, then, when you place them on the EAL Curriculum, whether they're on...whether they be on Pathway A or B, and which level they are at, you would do your own assessment of that student in all three language modes and use that assessment information to inform you which particular level they're on in the EAL Curriculum.

**Katerina Poropat:** Thank you. OK, we've got another question. "Do the levels relate to a particular year level, as this is always a point of confusion at some schools?"

**Yan Yao Choong:** No, the levels do not equate to any year levels or age levels, because students will learn...start learning English at different points in their life and, so, they have different starting points for language learning. It's very different to native speakers of English, who start learning English from birth. EAL students will all have a different starting point. And, so, it's not age-related.

**Katerina Poropat:** Thank you.

OK, we've got a couple of more minutes, so if you've got any last questions, please pop them in the Q&A chat box. Otherwise, Kellie's email is up on the screen, so you can always send them through at a later stage, if they come...if you've thought of something else.

We've just got another question that's just come in from Sien. "Are there...?" Oops. Hang on. Sorry. Um... I've got the chat that's popped up. Um... "Are there any assessment resources available in the new curriculum portal for classroom to use to help assess EAL/D students?"

**Yan Yao Choong:** So the Department will be releasing the Reporting Resource and it will go up on our website soon and there will be a school update to inform government schools about when that is released.

**Katerina Poropat:** And we've got that question again from Jessica, so the clarifying point is, "Is the EAL Curriculum still for these students as it no longer seems to be..." (COUGHS) Pardon me. "..explicitly referred to a dialect?"

**Kellie Heintz:** I can talk to that. Yes, the EAL Curriculum is for those students. Just to make a note, the ACARA Curriculum, so the Australian Curriculum, chose to keep the word 'dialect' at the end of the acronym. So, in the Australian Curriculum, it is referred to as EAL/D. In Victoria, it was decided that the D would not be used, but

that does not mean that this curriculum is not for students who speak dialects. So, although we refer to this as the EAL Curriculum, this encompasses all languages and all dialects. So, most definitely, Koorie students are absolutely entitled to be on this curriculum, if you feel this is the curriculum that will support their English-language learning.

**Katerina Poropat:** Thanks, Kellie. I'll just go through the Q&A box, just to make sure I haven't missed any, but we've got one more minute left of our session, so last chance to pop a question in. Otherwise, like I said, there's going to be opportunity to email any queries as you think of them. So, I'll just quickly scan through to make sure I haven't missed any.

**Kellie Heintz:** And for those of you, just while we're doing that, just to let you know that we ran a series of webinars at the end of 2020 that have all been recorded and are available on our website. You could go to that link and you can listen to those webinars to inform you about different aspects of the EAL Curriculum. For example, there is one webinar devoted to plurilingualism. There's one that is specifically targeted to primary teachers, et cetera. So, there's a whole range of information there that you could use with your staff. You could present the webinars as PL to your staff to help them. So, I just wanted to alert you to that.

**Katerina Poropat:** OK, so, that brings us to the end of our presentation today. So, I'd like to give a big thankyou to Kellie for presenting this fantastic session and also to our DET guests who have been really helpful, answering those queries as they've come through. So, thank you, Lee-Ann and Yan Yao. Also like to thank, again, Alicia, for making this webinar possible. And thank you to all of you for coming along and participating and asking all those questions.

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