**[Kellie Heintz]:** It's really important that you know how to navigate efficiently through to the EAL curriculum.

So, if you go to Curriculum and you click on English, we have a dropdown box which is English as Additional Language. When you go into English as Additional Language, you will see the rationale and the aims, there for you to have a read....and we have the structure. And this then unpacks the immersion rates, and it gives you a visual of the different pathways. So, what you need to do, really, is to familiarise yourself with the pathways that are most appropriate to the students that you're teaching.

So, Peter, can you just scroll down, please, onto that...on that page? Yeah, if you just keep scrolling...

The language modes then follow - a brief description of the language modes. Now, these language modes come from the English curriculum. But those of you who also teach the English curriculum will note hat the modes have... the order of the modes have changed.

So, we have Speaking and Listening as our first mode, Reading and Viewing, and Writing. For those of you who are not English or EAL specialists Reading and Viewing concerns the reading of print text, but also the viewing of multimodal and visual texts, so, for example, television series, films, computers, screens, websites, et cetera.

Now, we moved the order of those modes to replicate the way that we learn language. We learn language through speaking and listening first. We move on to reading and viewing, and we move to writing.

Now, Peter, if you can scroll down further. The strands that... The content descriptions are grouped into strands. Our strands are Communication, Cultural and Plurilingual Awareness.

Now, this is new to the curriculum and it's new to many teachers, and I'll talk about that more in a moment.

And Linguistic Structures and Features. We also then have the Achievement Standards.

OK. Peter, if you could go back up to the top.

And can you please now show a pathway? Say, for example, Pathway A, Early Immersion. if you could just click on that.

**[Peter]:** Yep. Alright.

**[Kellie Heintz]:** Thank you. OK, so, if you scroll down now, Peter.

Alright, so what you can see is that you can access the pathways according to where your students fit. So, if you're teaching the lower primary years, you can access level A1 and level A2 by doing a few different clicks.

Peter, can you just go through and show everyone all of the different features just on this page? So, the different views that people can see.

**[Peter]:** Yes. So, this is the...these button, show you a range of different views. This will give it to you consecutively. And the other option is to give it to you with the elaborations showing, which some people find much more... easier to follow.

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

Now, I'll just come in there and talk to you about the elaborations.

The elaborations have been provided to give you a more granular, specific understanding of what is hoped to be achieved in the content descriptions.

So, the elaborations really help you with examples. Now, it's important to remember that the curriculum will not provide you with pedagogical advice. That is up to the teachers. However, the elaborations point you in the direction of the kinds of things that you could do with your students. If you are teaching the EAL curriculum to EAL learners, then you could go across and use these to support that teaching.

For those of you who are subject teachers or generalist teachers, the elaborations can provide you with some guidance as to the kinds of things that the students can do. But then you can apply that in your area. If you think about it in your subject area, you can see the kinds of...the level of achievement that is expected of a student in a particular level. And it will just give you a sense of what these students can access in terms of English language.

So, thank you, Peter. Peter, can you show, then, the difference just the...if you can take off the ticks and show the different modes and... You know... Yeah. Take off... Yeah.

**[Peter]:** They can just look at the achievement standards and you can do that for all the different pathways. You can also look at the different... filter by level, or filter by mode. And I think it's also worth just reminding people... that you can download this by clicking on the download function. So, is there anything else you want me to show, Kellie?

**[Kellie Heintz]:** I think that... I think that's good, thanks.

I think hopefully we'll be... Hopefully, that just gives people insight into what they need to do. If you just go back to that introduction, Peter, and if... Could you just show the Scope and Sequence?

**[Peter]:** Do you want me to open one up?

**[Kellie Heintz]:** Yes, please. So, this is a Scope and Sequence.

So, it's basically summarising everything for you that you can put... So, you can just read across. And, so there are lots of different ways that you can access the curriculum to support what you need at a particular time. So, Peter, can you just go back and show the resources, please, as well?

Now, the resources are here, and you need to look at those because the resources contain... the language and learning interview is in the resources.

There are... Thank you.

So, there's your language and learning interview, and there are some references to the older version of the curriculum, but you might like to have a look at those just to familiarise yourself, if you're new to it.

And, Peter, could you just grab the glossary, please?

And then finally, probably a really untapped source of great knowledge is this glossary. The glossary...in the glossary, we hope to capture not only specific EAL terms, but also anything within the curriculum that might need defining. So, that glossary is a resource on its own that I strongly suggest you have a look at if this is new to you and you're feeling a bit overwhelmed about implementing this curriculum.

So, thanks, Peter.

If we could go back to the slides.

**[Peter]:** Yeah, just bear with me a second. And I'll just make you...

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

**[Peter]:** There you go.

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

OK, so as I said, the language modes, there's three of them. Then we have the strands and the sub-strands.

And, so, we have Communication, which has its own sub-strand of Communication.

We have Linguistic Structures and Features. So, what that's talking about is the way

a text is structured and organised. It's talking about grammatical patterns within the text. There are phonology and graphophonics within there, and word knowledge.

Now, the newest and most unfamiliar strand and sub-strand will be Cultural and Plurilingual awareness. And that's split into Cultural Understanding and Plurilingual Strategies. And I'll talk more about that in a moment.

OK. So, for those of you who are not aware of plurilingualism, it relates to the ability of a person who has competence in more than one language to switch between them when necessary for ease of communication and learning.

It is the interconnected knowledge of multiple languages.

So, what we're trying to capture here is the notion that students come with a range of different skills. We would like to harness those skills.

Practices of the past have sometimes seen a student who comes with more than one language as a deficit. But what we're trying to do is change that mindset to say, "Let's value what the students come with and let's use that to support their learning of English." So, what we would like the plurilingual strategies to do is to provide opportunities for EAL leaners to draw on the linguistic and cultural repertoire of other languages to support the learning of both the content and the English language.

So, if you, in fact, have two students in your classroom who both speak the same home language and they struggle with... they're struggling with an English concept, a plurilingual strategy would be to allow those students to speak together in their home language, to provide examples, and then use that to springboard into their learning of English.

Now, we're having a specific webinar that unpacks plurilingualism, and you're all most welcome to attend that, to broaden your understanding of that. And I'm sure you can appreciate that I can't fit everything in today. That's why we've got so many different topics coming up.

So, the other thing to note about plurilingual strategies is that there are no content descriptions that relate to plurilingual strategies and they are not included in the achievement standards. So, teachers do not assess students' achievement in other languages. You are not assessing plurilingual strategies. What we would like you to do is to embed these strategies to support their learning. But you do not have to report against these strategies. And that's a really important thing to note.

So, as you can see in this example, looking at plurilingualism at work. If you move from Pathway C across the levels, from CL to C4, this shows strategies, but also the ways that students develop language. So, if we just take the first line for CL, "Distinguish spoken English from other languages and attempt to respond in English." Working our way across, at C1, the student should then be able to "Check understanding of classroom English by asking for clarification from other home language speakers." When they're at C2, they move to the next stage, which is to "Ask for the translation of specific words from other home language speakers." C3 - "Explain the home language meaning of unfamiliar English words and phrases to home language peers." And at C4, to "Discuss a point of language." Now, this is for you... There's more there for you all to read. But this is just giving you a sense of the kinds of skill development that we would anticipate when you're moving through plurilingualism.

So, we've come to the end of my talking. There is going to be some time now for the Q&A, but I'd just like to alert you to the fact that our next session is 'Implementing the curriculum in primary settings'. It will take place this Thursday at 3:45. And it will be focusing on planning for implementation across a primary school, unpacking pathways A and B and how to use the language and learning interview. So, please, if you would like further specific information about the primary sitting then that session is something that will be of use to you. As you all would know, there are further sessions there and it's important that you're able to select sessions from the suite that suit you. So, we have one for those of you in a secondary setting. We have another session for those of you in language schools and centres or those who teach language programs. And then we've got a session unpacking the curriculum for experienced teachers. Then one for teachers who are new to… new teachers of EAL students. We've got a whole session on plurilingualism, which will occur in October. And then we've deliberately made a gap so that you can then hopefully have time to get your head around things. And then we will have an assessment and reporting session and then we will have a whole-school curriculum planning session.

My contact details are here. They will, of course, be part of the...what you can access online, but if you need to get those, then they will be there for you.

Now, I'd like to hand back over to Craig, who is going to hopefully help us about the...some of the questions.

**[Craig Smith]:** Thanks, Kellie. Yes. We've had a flood of questions and I'll do my best to try to and work them through. What I've tried to do as well is group some live questions. So, let's get into it.

First one is from Emma.

Emma asks... It's to do with your opening comment about the EAL as a curriculum area in its own right. Emma asks... "Must it be viewed as a stand-alone subject or can be integrated within an existing curriculum?"

**[Kellie Heintz]:** I guess I'm from the point of view of also being involved at the senior level of EAL, and currently at VCE, we have an English and EAL study design that is combined. And what in fact happens in the senior curriculum is that EAL has become, or does sometimes become, the poor cousin of English, and it gets lost.

So, in terms of what that question is, I would like to see the EAL curriculum... as a stand-alone curriculum that is taught as the English equivalent for those students who require it, but it's taken into consideration in terms of other learning areas and subjects. So, the EAL curriculum itself does not need to be integrated into the rest of the curriculum. What needs to be integrated is the idea that there are strategies that we need to employ in all learning areas across the school that provide access to students who are EAL learners. I hope that makes sense.

**[Craig Smith]:** Second question, and probably a quick response, is from Fabiano.

He hopes that the VCE EAL will also reflect the changes that are currently being presented here in the F-10 EAL.

**[Kellie Heintz]:** Yes, look...

**[Craig Smith]:** Just a very quick comment.

**[Kellie Heintz]:** That would be my greatest hope that that is the case, and we are working and doing our very best. But I cannot... I really don't know yet because there are so many things that are bound up with VCE. But be very assured that I am very cognisant of that and I'm doing my best.

**[Craig Smith]:** There was a question..."Does the EAL curriculum line up with the English curriculum..." - we're talking about the F-10 curriculums here - "..in any way?"

**[Kellie Heintz]:** Uh, I don't... That's a good question.

As you know, by now, the English F-10 curriculum has been available for some time. The EAL curriculum is newly written. It's...it's taken on many more contemporary qualities. It doesn't necessarily line up as such, but there should be points of similarity that you can use when you're teaching. I know that in an ideal world, you would be able to put a template of EAL over the top of English and it would match, but it doesn't do that.

**[Craig Smith]:** Question from Yolanda and Brian, they ask very similar questions and it segues nicely from what you've just said. "In a mixed classroom with EAL and English students would the teacher be expected to teach both curriculums?"

**[Kellie Heintz]:** I think that's...and that will be the reality for most of you. And my answer is this - as you currently are teaching your mainstream English students, you will have been aware that you've got EAL students with you. That EAL curriculum is there for you to use to support those students. But what you need to really do with it is you can use that curriculum to adjust the English curriculum so that the students can access what you're doing. You're reporting against the EAL curriculum for those EAL students. But it doesn't necessarily have to be the teaching of two separate curricula at the same time. It can be using one to leverage off the other to support access.

**[Craig Smith]:** Just a question... well, questions from Connie and Emma, and they're both are to do with support and resources, namely, "Will we be providing work samples?" and also a question around support from regional offices, from the Department of Education and Training. This afternoon, we've also got colleagues from the Department - Chris Finch and Anna-Lise Wallis. I'd invite Chris or Anna-Lise... if you wouldn't mind replying to that particular series of questions in the chat box. And, Connie and Emma, if you'd like to just keep your eye on the chat box for a response from our colleagues from the Department.

Amanda asks a great and very straightforward question. "Who is the EAL curriculum for?"

**[Kellie Heintz]:** Do you mean teachers or do you mean...?

**[Craig Smith]:** Students.

**[Kellie Heintz]:** Who is it for?

**[Craig Smith]:** Yeah.

**[Kellie Heintz]:** The EAL curriculum is for EAL students. Now, what does that mean?

It means different things in different sectors.

So, an EAL student is someone who...if we go according to our criteria at Year 12, who has been here in Australia less than seven years and needs support with their English-language learning. However, there are students amongst our other students who may have been here for longer than seven years who do not have the command of language that they might...we might expect at their particular age. So, I would argue that the EAL curriculum could most definitely be used to support those students as well.

**[Craig Smith]:** Which segues nicely into, "How would a teacher identify a student with EAL needs?"

**[Kellie Heintz]:** I think one of the things that's really important is that if it's a student who is coming from Kindergarten into Prep, that there are documents that are passed from one learning experience to the next that can be used as evidence to support whether or not they are an EAL learner. The other is from when students are going into...coming...

Sorry, start again.

To change schools or starting at Year 7, there should be evidence from teachers that support that student's English-language learning, so you get a sense of we're they're at. If you think that a student may be an EAL learner that has not been identified, then the language and learning interview is a resource and a tool that's there to help you to establish that, and that needs to be implemented in a very sensitive and appropriate way.

So, you'll need to look at that and look at the kinds of questions that asks, and that will allow you to hopefully elicit responses that support your then... profiling of that student as an EAL learner.

**[Craig Smith]:** Right. Sorry, I'm just trying to pick my way through the questions. I did have one lined up. Just bear with me for a second, please.

Lisa writes, "Can a child be proficient in one mode and come off the continuum if they're not proficient in the other modes?"

**[Kellie Heintz]:** Hmm. That's a really good question.

And we had a lot of discussion with this about the researchers and the academics who supported the development of this curriculum.

The answer is, yes, they can be proficient in different modes...but they often won't be. But if they are, then you can certainly take them off the EAL pathway in one mode and they can be moved on to mainstream English in that mode. However, that is, of course, going to mean more juggling for you as the teacher. So, I think you need to make a professional judgement there as to what is most beneficial for the student at the time. But in short, yes, the answer is they can be at different levels.

**[Craig Smith]:** This is a related question from Mark.

Mark believes he's identified a student who should be on the EAL curriculum. How does he go about putting her onto that curriculum? She's new to the school and in Grade 1.

**[Kellie Heintz]:** Yep. So, I think what you need to do is you need to get some information from the primary school that the student has come from. If haven't come from there, but they've come from another country you need to get those...access to some of those documents. But I would be pointing you towards the language and learning interview in conjunction with working with your principal, and talking with the parents of that student, so you can establish if that student fits the criteria.

**[Craig Smith]:** Thank you for that. We've got some reporting questions. And again, and it has been said, I would just stress that we are running a session dedicated to assessment and reporting in particular. Just in case people aren't aware, the demarcation between the VCAA and the sector authorities, that being the Department of Education and Training for government schools and the Catholic Education Commission, Victoria for Catholic schools, the demarcation between the VCAA is we provide quality curriculum and assessment advice. It's the school sectors that give guidance to their schools around what their reporting requirements are.

So, if we fumble around and hesitate to respond to "How should I report on this curriculum?" it's essentially the same across all the curriculum areas. The VCAA doesn't have a remit to give advice to schools around how to go about doing their reporting. However, we are more than happy to give you advice and support around implementing the curriculum, including aspects to do with assessment.

I've got quite a technical question here and I'm conscious of the time, Kellie, but we'll run it anyway. "Can a student stay on a level for over six months before moving to the next level - for example, from B 2.1 to B 2.2. - if there's not enough progress to move along to the next sub-stage?"

**[Kellie Heintz]:** Mm. And my answer would be yes. Yes. One of the things that's been quite tricky, and it's a new sort of way to conceptualise the curriculum, is this sense of the development and progress of the student.

Those of you who are experienced with the current continuum, et cetera, have quite definitive moments of progress. The curriculum that we've now released to you is much broader and more brushstroke in its approach. And, so, it's hard to envisage how students will move across it. But, yes, there's certainly... In some cases, a student may be on a particular level for six months and that's OK. It's also then appropriate for you to consider whether a student continues to move horizontally across or vertically on the pathway. So, there are different entry points for students that you can consider.

**[Craig Smith]:** And I've got two related questions around...at the end of the pathway, in a way. So, the first one is from Carlos. Carlos writes, related to the pathways, "Is the ultimate goal of having an EAL continuum to eventually integrate or move EAL students out of the EAL continuum, as when we run interventions?" So, when they are ready, they can join the English learning area.

**[Kellie Heintz]:** Yes. The answer is yes, absolutely. And one of the things that we have had some feedback about is the idea we haven't actually put exit points into English on the curriculum. And there's a reason for that. That's because some students will exit at different times, and not all students will exit at the last level. They might exit halfway through, because they've established their skills quite quickly, in some areas. So, our ultimate goal is, yes, the students would hopefully be able to progress into mainstream English.

However, we're also very aware that some students may not be ready to move into mainstream English until Year 10, right at the end of the whole pathway. So, you might say they get to the end of Year 10 and they're still not ready. And that's the area that I'm addressing at the moment with VCAA and Year 11 and Year 12. So, there are lots of different ways that...that it can look when a student is ready to move off their pathway.

**[Craig Smith]:** OK. We've got time for one more... one last question, and then we will wrap. Sorry. Yeah, alright. It's a delicate question from Annette. Annette writes, "How long would you leave... How long do you leave a lack of progress on the EAL continuum before we consider investigating if there are cognitive issues that require further assessments and referrals?"

**[Kellie Heintz]:** Look, I think that's, you know... I mean, that's a very good question.

However, I think one of the things that you need...that I can't answer in terms of that is it really depends upon the student you have in front of you. I would need to get someone from the Department to answer that question in terms of... I don't think you can put a time line on it. But I think what we're finding is we do have some students who are EAL students who have come with significant trauma that has impacted on their cognitive development as well as their language development.

And I think the information that we have about the most... The more information we have, the better we can make a professional judgement about the kinds of support that they need. And I think that that's a very valid point and something that you will need to talk to the rest of the staff within your school about their experiences with this child.

**[Craig Smith]:** Thank you, Kellie. And I know that puts you on the spot, but well answered.

Thank you so much for your presentation today.

I want to thank everyone who has attended and also... and for the terrific flood of questions we've had at the end.

I just want to remind everybody that this is the first of nine webinars that the VCAA is hosting. We have an exciting array of presenters and topics, and they will be going deeper into many of the questions that you've put today.

Today really was to get the ball rolling, to introduce the idea that we have a new curriculum area that has finally joined the family of the Victorian Curriculum F-10 and takes up its rightful place amongst them.

I just want to do two other things.

One is to thank both Kellie and also Peter Fisher in the background. Just to share with all of you, this is our first time using Webex Events. So, it's been a learning curve for us as well. I did smile in recognition when everyone started tweeting at the front, You know, "Can I hear anything? I'm not sure how it works." We're a half a step in front of you.

So, thank you for your patience.

The other thing I'd like to remind you all is at the end of...once we start... stop sharing the PowerPoint, you'll revert back to your screen. There is a button there to do an evaluation. It's not very laborious - about five questions. We've really asked you to take two or three minutes to just give us a quick response on the evaluation form. It really helps us.

So, the key takeaway is there are many more questions than we had answers for across the session today. We do have eight more sessions to come. I would urge you to go and have a look at the professional learning page on the VCAA site. If you haven't done so already, please register for a session that interests you in particular.

Secondly, we will be working to put up the recordings and the PowerPoint. The recordings won't go up instantly. Again, this is a new process for us to explore. But we will be working hard to get them up as quickly as we can. So, without anything else, I'll wrap the session up. Again, my thanks to everyone, to our presenter, Kellie Heintz, and thank you and have a good afternoon.

**[Kellie Heintz]:** Thank you and good luck to everyone.

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