

Introducing the Victorian Curriculum: 7-10 English as an Additional Language (EAL)

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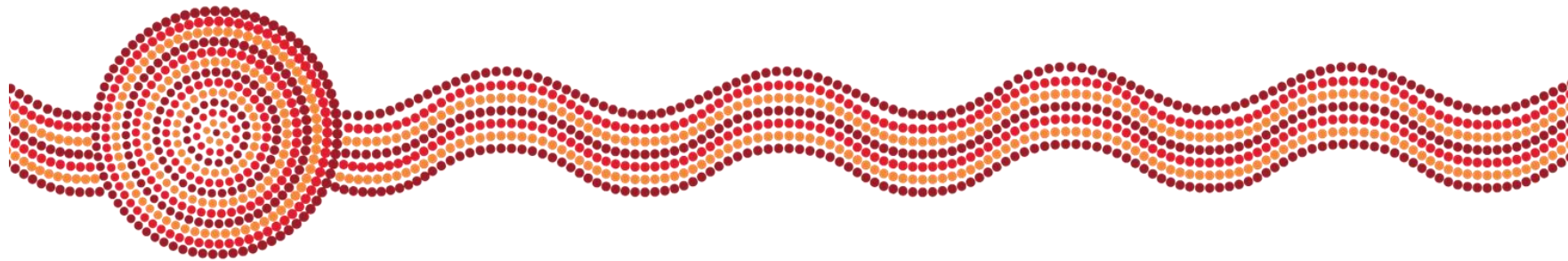
Acknowledgment of Country

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.



Who?



Who?



Learners

The curriculum is designed to support all EAL learners (including unfunded students, LBOTE and CASES) that require English-language learning support.

Who?



The whole school

- is responsible for planning and implementing the new EAL curriculum

EAL specialists

- need to be consulted for their expertise

All teachers

- need to be aware of the English language needs of the EAL learners in their classes

Who?

Teachers need to:

- be aware of EAL learners in their classrooms
- have a sense of the proficiency levels of their EAL students
- be able to plan for and support the language learning of EAL students in order to support their understanding of the content in different learning areas

What?

What? Part One

EAL pathways:

- are structured on a continuum as three EAL pathways (A, B, C)
- describe a different stage of English-language learning (early, mid and late), and each pathway is divided into different levels of language learning (A1, A2, BL, B1, B2, B3, CL, C1, C2, C3, C4)

What? Part One

Pathway C: Late immersion (Years 7–10)	Level CL	Level C1	Level C2	Level C3	Level C4
Pathway B: Mid immersion (Years 3–8)	Level BL	Level B1	Level B2	Level B3	
Pathway A: Early immersion (F–Year 2)		Level A1		Level A2	

- no or limited levels of literacy in English and first language
- beginner levels of English proficiency
- developing levels of English proficiency
- consolidating levels of English proficiency

Understanding the EAL pathways

EAL Pathway C: Late immersion (Years 7–10)

- Late immersion language learners have a mature understanding of themselves and their relations with others in different social contexts, and are capable of understanding abstract ideas and relationships in their experience and learning about the world.
- EAL learners without prior formal learning and with minimal home language literacy experience will begin this pathway at Level CL, before moving to the other levels. Learners with prior experience of formal learning but no proficiency in English will begin on Level C1 and move through Levels C1, C2, C3 and C4. The progress within these levels equates to the rates of progression expected in Years 7–10.

What? Part Two

Curriculum

- is organised by pathways, language modes, strands and sub-strands.

What? Part Two

Modes

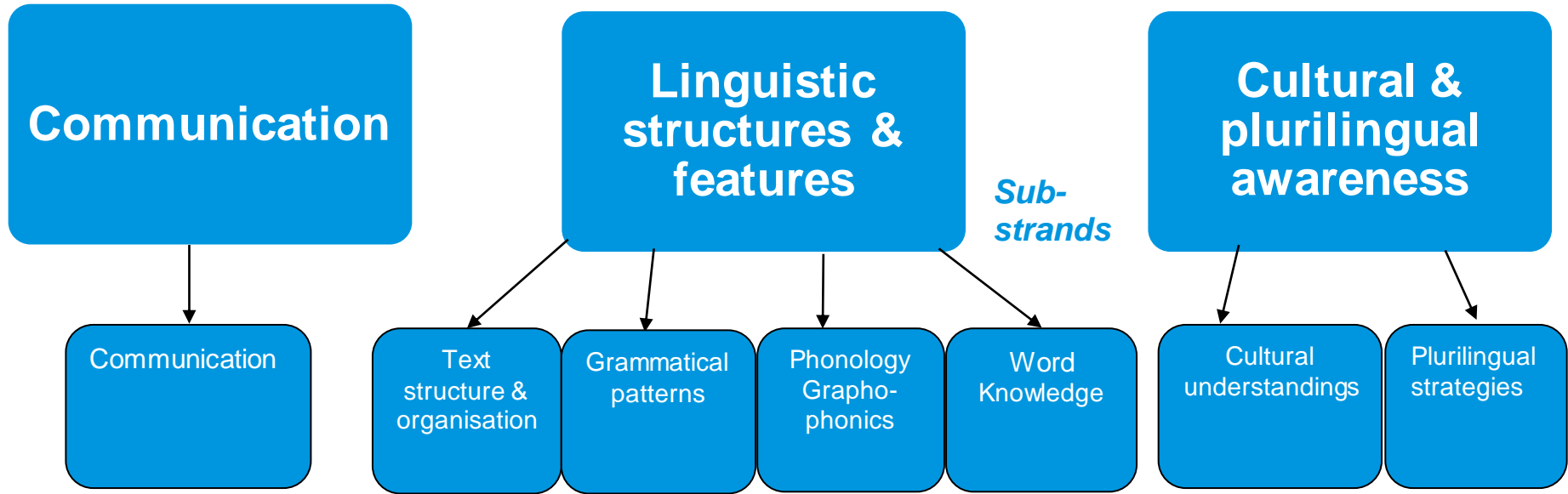
Speaking
& Listening

Reading &
Viewing

Writing

What? Part Two

Strands



Pathway C – Late Immersion

Level C4

Level C4 Description

The Level C4 curriculum supports students to expand their knowledge, understanding and skills in relation to their spoken English in order to make them more autonomous users of language. At this...

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Level C4 Achievement Standard

Speaking and Listening

At Level C4 students demonstrate greater autonomy and control over their use of English, combining their expanding vocabulary with the appropriate use of a wide range of complex grammatical features including modal verbs, passive voice and tenses. They demonstrate understanding of the ways that pauses, stress, rhythm and intonation help to clarify meaning. They speak clearly and pronounce most sounds correctly. They take part in extended discourse on factual and interpersonal topics using an appropriate modelled structure, and respond appropriately to listeners' reactions. They identify the intention of supportive speakers, using their knowledge of how intonation, volume, stress and lexical choices support and convey meaning and emphasise opinions and emotions...

Level CL

Level CL Description

The Level CL curriculum supports students as they develop basic knowledge, understanding and skills in English. Through immersion in English, students build their capacity to participate in routine...

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Level CL Achievement Standard

Speaking and Listening

At Level CL students communicate simply but effectively in English in familiar social and classroom contexts. They communicate using formulaic language; short, simple and well-rehearsed grammatical features; and adaptations of their emerging English repertoire. They use stress and intonation appropriately in some familiar interactions and can imitate models with some accuracy. They understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts. They understand and use basic subject–verb–object grammatical patterns, common regular and irregular verbs, and basic prepositions and connectives, such as time and sequence markers. They use their repertoire with varying accuracy to ask and respond to questions...

Level C1

Level C1 Description

The curriculum for Level C1 supports students to develop their communication skills both verbally and non-verbally. It provides a range of opportunities for students to interact with their peers...

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Level C1 Achievement Standard

Speaking and Listening

At Level C1 students communicate simply but effectively in English in social and classroom contexts across the curriculum. They negotiate meaning and interact with others using formulaic language; short, simple and well-rehearsed grammatical features; and creative adaptations of their English repertoire. They use some stress and intonation appropriately in familiar interactions. They use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs. They understand and use introduced vocabulary, common basic grammatical patterns and connectives, such as time and sequence markers. They use these with varying grammatical accuracy to express ideas and preferences, and provide simple explanations and descriptions. They understand common...

Level C2

Level C2 Description

The Level C2 curriculum supports students to enhance their knowledge, understanding and skills in relation to spoken English. At this level, students learn to initiate and negotiate topics when...

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Level C2 Achievement Standard

Speaking and Listening

At Level C2 students use simple but effective strategies for initiating communication and negotiating meaning. They communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and cultural understanding. With support in academic contexts, they extract some specific information from texts and understand teacher explanations involving familiar specific curriculum area vocabulary. With support, they use some increasingly complex grammatical features and a basic range of connectives, such as time and sequence markers, to show relationships between ideas. They use some standard expressions to express views and attitudes. They demonstrate some understanding of the structures and features...

Level C3

Level C3 Description

The Level C3 curriculum supports students to expand their knowledge, understanding and skills in relation to their spoken English. At this level, students learn to listen, question and respond in...

[Show more](#)

Level C3 Achievement Standard

Speaking and Listening

At Level C3 students listen, question and respond successfully in a wide range of social and academic contexts. They demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts. They use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions. They discuss texts from across the curriculum using modelled examples in supportive classroom situations and structured group work. With varying accuracy, they use a range of question types, time signals, conjunctions and modal verbs to express a variety of academic functions, and to give and justify opinions and points of view. Students interpret accessible spoken and print texts...

An online tour of the curriculum

<https://victorianscurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims>

Why?

Why?

- To establish EAL as a standalone curriculum in its own right
- To provide a consistent curriculum structure across all of the Victorian Curriculum learning areas
- To recognise the diverse backgrounds and learning experiences of EAL students in schools across Victoria

Why?

- To support the specific needs of EAL students
- To recognise that EAL students might know more than one language, and that they bring with them a linguistic repertoire in that language, that can be used to support the learning of English

Where and When?

Where and When?

In 2021, the Victorian Curriculum F-10: EAL will be mandated for implementation in both government and Catholic schools.

Independent schools will be guided by their leadership teams.

Where?

Implementation will take place:

- across **all** learning areas so that EAL learners are supported in every subject they study
- in all secondary schools across Victoria

How?



How?

Through collaboration

School leaders will need to consider how the implementation of the EAL curriculum impacts on the whole-school EAL approach. This may mean changing:

- how all teachers of EAL learners work together
- who is involved in EAL planning
- who has oversight of the EAL program

Opportunities for specialist EAL teachers to work collaboratively with all teachers of different learning areas who have EAL learners in their classes.

How?

All secondary teachers of EAL students will need to refer to the EAL curriculum to gauge the English proficiency of their EAL learners. This can be done in consultation with the EAL or literacy specialist in their school.

Once the teacher has a sense of the English language proficiency of their EAL student/s, they use this knowledge to differentiate their teaching so that the EAL learners can access the content of their specific learning area.

How?

Through collaboration between the EAL specialist & teachers who

- review student assessment and identify a student's initial pathway on the EAL curriculum
- refer to the EAL curriculum for examples of appropriate language learning for that pathway
- consider how the content of a specific learning area may be adapted, scaffolded and differentiated to support the student's access to language in that subject

How? An example from Science

Through the teaching of content-specific vocabulary

Content specific vocabulary	Linguistic specific (verbs of instruction)	Language for interaction	Language for clarification
test tube, test tube rack, 10ml measuring cylinder, heat proof mat, Bunsen burner, rubber hose, matches, wooden tongs	place, measure, pour, set up, hold, point...away, open, move and return	“first you...”, “then...”, “ok now you have to...”.	“sorry, can you repeat that?” or “what was the step again?”

How? An example from PE

Through the teaching of content-specific vocabulary

Content specific vocabulary	Linguistic specific (verbs of instruction)	Language for interaction	Non-Verbal
Footy, pass, mark, behind, goal, point, kick, oval, boundary, umpire, ladder, Brownlow, handball, 50 meter line, possession,	Play on, pass, run, kick, mark, contest,	Move, run, over there, faster, get the ball,	Clear goal, goal. Behind, high tackle, trip, start game, end game

How?

Assessment & reporting

- An EAL learner's English language proficiency is assessed against the EAL curriculum in all three language modes. Proficiency must be achieved in all modes before a student can be moved onto the English curriculum.
- The **English/EAL** teacher reports against the Achievement Standards from the **EAL** curriculum.
- Teachers of all other learning areas continue to report against the Achievement Standards from their content areas, that is, Maths, Science, HPE etc...

Contact

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For further advice about the implementation of the F–10 curriculum in Victorian schools, including developments, resources and professional learning opportunities, please subscribe to the F–10 Curriculum Update: <https://www.vision6.com.au/em/forms/subscribe.php?db=399327&s=112201&a=18689&k=799b5d6>