**Katerina Poropat:** Welcome to today's webinar, Introducing The Victorian Curriculum: F–10 English as an Additional Language. My name is Katerina Poropat and I'm the project manager in the Victorian Curriculum F–10 unit here at the VCAA. It's my great pleasure to introduce you to the curriculum manager for EAL, Kellie Heintz, who will be leading our presentation today. I would also like to welcome Sarah Martin and Anna-Lise Wallis from the Department of Education and Training, and Mollie Daphne from the Catholic sector, who will be assisting with our presentation today. I would also like to thank Alicia Farrell from the F–10 unit here at the VCAA, who has done a lot of work behind the scenes to make this webinar possible.

So, before we begin, we will start with an Acknowledgement to 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.

So, before we begin our presentation, I will also go over some housekeeping and just some general information. So, firstly, we'd like to thank everyone who submitted their queries during the registration process. We have taken note of these, and we'll address these during our Q&A session later today. Please note that the chat function is being used to share relevant information and links from the VCAA. You'll notice that a Q&A box has been set up, so please put your questions and comments in here, as this will help us ensure all your queries are attended to. When you use the Q&A box, please make sure you select all presenters so that all panellists can see your questions as they come in. We will answer these in two ways. Firstly, we may type a response directly into the Q&A box, which all participants will be able to view, or, secondly, there will be a Q&A forum at the end of this session where I'll read the questions out and our panellists will help answer.

The next part of our housekeeping is to let everyone know that this session is being recorded and a copy of both the recording and the PowerPoint, plus the transcript, will be loaded onto the VCAA's F–10 resources web pages under the Professional Learning section.

So, without further ado, I'll throw over to Kellie now for our presentation.

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

Welcome, everyone, to our webinar. It's with great pleasure that I am here today to talk to you about our new F–10 EAL curriculum and in this session to focus on the secondary element, so focusing on years seven to ten.

I've taken a fairly straightforward approach to the design of this presentation so that we can just cover the basics - the who, what, why, where, when and how of this curriculum. So my aim is for you to be able to walk away with a clearer understanding of how you can implement the EAL curriculum into your schools in the most effective way so that EAL learners are supported across all subjects in your school.

So the first set of questions that we'll answer is the who - who is this curriculum for and who is responsible for it? So, our learners, our learners are any students who are classified as EAL learners - that is, those students who are unfunded students, those students who come from language backgrounds other than English and those students who are also on the CASES platform. We have envisaged this curriculum as a curriculum for all, and so we would really encourage you to think about those EAL learners in your school who may not necessarily meet all of the requirements to be funded as EAL students but who still may benefit from the use of the curriculum across their subjects. This is a school-based decision and it's really something that I encourage you to embrace so that your EAL students have the support that they require.

So, who is responsible for this curriculum? Well, this curriculum has been designed so that it is for whole-school implementation. That means that everyone in the school is responsible for the planning and implementation of this new curriculum. The EAL specialists in your schools need to be consulted for their expertise. Now, I'm aware that there are some schools out there that don't have an EAL specialist, so that means you may need to draw on the experience and expertise of your literacy experts or your English experts. Often, English teachers will have EAL students in their classes and they will have some experience at differentiating the curriculum for these learners. So it is important that you use the knowledge that you have within your school to make it the best experience for all of your learners.

So, who else needs to be aware of this curriculum? Well, all teachers need to be, because every teacher, regardless of the subject they teach - that is, if they are a maths, science, history, health or PE teacher - they may have an EAL learner in front of them, and they need to be aware of the English-language needs of those EAL learners that they have in their classes. So, as far as the teachers go, all teachers need to be aware of the EAL learners in their classrooms. You need to know that they're there. That's the first task. I know that, in some cases, teachers have been teaching EAL learners for several months before they actually realise or are told that the student is an EAL learner. So one of the first things you need to establish is who is an EAL learner in the class. You also need to have a sense of the proficiency levels of your students, so if you have more than one student in your class who is an EAL learner, they may be at different levels of proficiency. You might have a learner who has just arrived in Australia and has limited English capacity at the moment, and you may have an EAL learner who has been here for some years but still requires that support. So you need to have a sense of the different needs within that group.

You also need to be able to plan for and support the language learning of EAL students in order to support their understanding of their content in different learning areas - that is, you need to be aware of how you can make your EAL students more able to access the content of your subject, and that's what the real premise behind the curriculum is.

OK, so what questions do we have regarding the what of the curriculum? What does it involve and what is comprised within it? Well, the first part of the curriculum provides you with EAL pathways. These pathways are structured on a continuum, and these pathways have been labelled Pathway A, Pathway B and Pathway C. Now, because I'm talking to an audience of secondary teachers today, you are only concerned with EAL Pathway C. The other two pathways are for primary-age students. And each of the pathways describes a different stage of English-language learning. And that corresponds to the time at which a student has become immersed in English. So you will be working with students who have had a later immersion in English in their childhood than those children who have arrived in Australia when they were five years old, for example. You are working with children who have been immersed in English at the age of around 11 or 12.

So you are looking at Pathway C, and Pathway C is divided into five different levels - CL, C1, C2, C3 and C4. Now, these pathways broadly cover the different progression levels that students move on as they learn English.

So, our research tells us that the older you are when you begin to learn a new language, the more challenging or slower it may be. So if a child at five is immersed in English, their capacity to build their English proficiency is far quicker than a student who is 12 who is exposed to a new language for the first time.

So the level pathways... Sorry, start again. The Pathway C levels indicate that there are different steps for each EAL learner, and they represent the different phases of learning. So, starting at CL, CL represents a beginner, so a student who has no or limited levels of literacy in English and/or their first and home language. So, often they will come without much language at all, regardless of what language it is. Beginner levels work from here on, from C1 up to C2, where they develop levels of English proficiency, and, finally, level C4, which is where they consolidate their levels of English proficiency.

So in order to understand the EAL pathways, you just need to think about the kinds of children you have in front of you, because they're late immersion language learners, so they bring to the classroom a very different understanding of themselves and their world than those children who come into their learning of language when they're in primary school. So, they have a sense of different social contexts, they can understand some abstract ideas and relationships, and they have had a very different learning experience about the world.

So, those students who come in without very much prior formal learning or minimal home language, they will begin at CL. But if you have students who enter that have differing levels of proficiency, you will need to establish what part of the pathway they will be placed on, and therefore that will be corresponding to the curriculum that you work with.

OK, so, the curriculum - what is it made up of? Well, it's organised by pathways, language modes, strands and sub-strands. For those of you who are English teachers, you will recognise language modes, because the language modes are also used to structure the English curriculum F–10. The difference with the language modes as represented in the EAL curriculum is that they are presented in a different order to that of English, the reason being, in English, the modes do not represent the order in which we learn language. So when the EAL curriculum was being developed, the language modes were seen as really important, so they were put into the order in which a child learns language. So, children first learn to speak and listen, and that's how they then move towards being able to read and view. For those of you who are not English teachers, viewing here refers to the viewing of digital text or multimodal text. That means texts that have a visual component. So our students not only read printed text now or the printed word, they also, as part of their study of English and EAL, will learn to view and unpack visual text, so the viewing refers to that.

And then the third mode is writing. So once a student has some command of the speaking and listening in their new language and then some capacity to read and view, they will then progress to the ability to write. And writing is the mode that comes last as part of their progress.

So the curriculum is then divided into strands. The EAL curriculum has three strands. The first strand is communication, and its sub-strand is also communication. So it covers the different ways that we communicate within our world - through speaking and listening, through writing, etc. The linguistic structures and features focus on the way that texts are structured and the way that language is built and recorded, so we have text structure and organisation, grammatical patterns, phonology and graphophonics - so the sounds of words - and word knowledge - so word knowledge by sight but also word knowledge by sound. And the third strand in the curriculum is new, and it's an important part of where we would like EAL to move, and that is a recognition of the cultural and plurilingual awareness that a student brings to the classroom, so this idea that a student who comes to learn English in a classroom also comes with their own linguistic repertoire that represents the skills they have in their home language or other languages they may speak. So they bring with them an understanding of many of these things that I'm talking about here, but they bring it with them in another language.

So this part of the curriculum is designed to affirm and utilise cultural understandings that the students bring with them and also to incorporate within the teaching that you do in your day-to-day classroom plurilingual strategies - that is, an opportunity for students to draw on their knowledge of their home language to be able to support their learning of the new language, which in this case is English, so being able to use their home language to support their understanding of the new language. There has been a philosophical position out in the teaching community that students are discouraged from speaking in their home language in class, drawing on their home language. But research supports the idea that students don't come as a blank slate to you, they come as someone that has a repertoire of language and they can use that and draw on that to learn their new language. So this is where the curriculum differs to approaches that may have been used before.

So, Pathway C, as I said, is late immersion. The curriculum is like the other curricula across the Victorian curriculum - that is, it provides you with an Achievement Standard that is a global summary of the kinds of things that you are hoping a student may be able to do at the end of that piece of work or that sequence of learning. And so this just gives you an idea of the kinds of things that each of the levels is expecting and the way that each of the levels graduates up to a next level where things become slightly more complex as the student progresses through the skills that they have learnt within their level on that pathway they've been placed.

So, the curriculum is located on the Victorian Curriculum F–10 web page that's housed within the Victorian Curriculum and Assessment Authority web pages, and EAL has a separate dropdown box underneath English. And that is where you can go to find the curriculum in all its different forms. It can be downloaded as a scope and sequence document, and it also then points you towards many resources and links that can help you.

Alright, so the next question that I'm going to address is why. Why is there a new curriculum and what were the reasons behind developing it? Well, I feel, and I think many of you would agree, that it was really important that we needed to establish a stand-alone curriculum for EAL students. Unfortunately, the form of the EAL curriculum that has existed in Victoria prior to the release of this curriculum is that EAL students have been lost within English classes and have not really had a dedicated space that supports their learning. So we are providing you with a stand-alone curriculum in its own right. We are providing you with a consistent curriculum structure across all of the curriculum learning areas. And I think it's not before time that we recognise the diverse backgrounds and learning experiences of EAL students in schools across Victoria. So this is a really important step for us, to recognise and acknowledge our diverse student cohorts that we have in front of us.

So, why did we need a curriculum? Because we actually needed to support the specific needs of EAL students. We need to recognise that EAL students might know more than one language and that they bring with them a linguistic repertoire in that language and that that language can be used to support the learning of English. And this curriculum does so many things for EAL students, in that it brings their needs to the foreground of classrooms, it makes us recognise that they do have specific requirements and they do need their work to be differentiated so that they can be supported to access content in all areas across the curriculum.

So this curriculum is not just about providing a space where students can learn their English subject in a more efficient way. It's also about allowing teachers of learning areas other than English to recognise that they also need to differentiate their lessons in ways that support EAL students to access the content in their subjects.

So where is this curriculum being implemented and when? What are the where and the whens of this curriculum? So, this year it is mandated. So that means if you are in a government or a Catholic school, you are mandated to implement the curriculum this year. Now, independent schools are quite different, in that independent schools have many different curricula that they work from. There are some independent schools that work with the Australian curriculum, there are some independent schools that work with the IB program. So if you are a school that uses the Victorian curriculum and teaches the VCE, then you will need to be guided by your leadership team as to the implementation of this curriculum in your schools. This will differ from independent school to independent school, so you will definitely need to speak to your leadership about this.

Now, where? Implementation will take place across all learning areas so that EAL learners are supported in every subject they study, and that is in all secondary schools across Victoria. Now, some of you are probably sitting there thinking, am I actually saying that you need to teach the EAL curriculum in your subjects? No, that is not what I'm saying. I need to make it really clear what the expectation is for all of you. How should this be done? And that's the biggest question of this and probably the most challenging part of implementing this curriculum.

We see the implementation of this curriculum as a collaborative venture. It needs to be done through the whole school and it needs to have school leaders taking the lead on this and supporting their staff to do so. So it means that EAL teachers and teachers who have EAL learners within their classrooms need to work together. You need to think about how EAL has been planned for before in your schools, and you need to think about who has oversight of the EAL program in your school.

Now, there are some schools that have an enormous percentage of EAL learners within their full-school cohort. There are other schools that may have one or two EAL learners scattered through years seven to ten. Nonetheless, these EAL learners all have the right to have their learning planned. And this is something that we need to bring to the forefront of your thinking, because, in many cases, these EAL learners, as I've said before, have been invisible, and we're trying to bring them into sight through this curriculum. So it provides an opportunity for specialist EAL teachers to work collaboratively with all teachers of different learning areas who have EAL learners in their classes.

So, what does this actually mean for you out there? What it means is, as a secondary teacher who works in a secondary setting, you need to be aware of who your EAL students are. So if you are a PE teacher at year eight and you're in a school where there are EAL learners, you need to know if any of those EAL learners are in your class. You would then need to work with an EAL specialist in your school to work out what is the English proficiency of those learners you have in front of you. So you need a rough gauge. "OK, this student is roughly on C1." You need to have a look at the curriculum and have a look at the kinds of things that a learner could be doing at C1. That should then inform you about the way you need to differentiate your teaching so that that EAL learner can access your PE lesson. So, once you have a sense of their proficiency, then you have to use the knowledge that you now have to make your content accessible to that EAL learner.

So, you are not expected to become an EAL specialist if you are a PE teacher or a maths teacher or a history teacher, for that matter. But what we are asking is that you work with someone who does have an understanding of the special requirements of EAL students, and you can work out what the student needs, identify their pathway, use the curriculum as a reference, and then consider how you can adapt and scaffold and differentiate the things that you do in your subject so that your student can access it. So, for example, if you were a science teacher and you were going to perform an experiment with your students and you were aware of EAL learners in your science class, you might need to go through and have a look at the vocabulary that you are using within the teaching of your experiment and think about how the language that you use may be a barrier to your EAL students from accessing the actual experiment. So one thing you might do is have a look at your content-specific vocabulary and you might need to think about whether or not it's clear what a test tube is, what a measuring cylinder is, a Bunsen burner, tongs, etc, and how you might actually make that clear to a student. In this case, you're very lucky, because you have something that is concrete that you can show and label to show the students what these pieces of equipment are. You might also need to think about the linguistic-specific verbs of instructions that you use. So you might automatically use words such as "place" or "measure" or "pour", but sometimes an EAL learner may not know what these mean.

So you may need to think about how you will make these definitions clear to your students and how they will know what to do in the process of the experiment. You also need to think about your language for interaction - that is, if you're moving your students through steps in the process of an experiment, how are you going to make it clear when they're moving from step to step?

And then finally, you might need to equip your students with some language for clarification - that is, providing them with the language so they can ask you about things they are not sure about. And this is certainly something that would allow them to have greater access to the content. In a similar way, if you were teaching a PE class and you were teaching about AFL football, you would need to think carefully about the language that you use within your lesson and think about the ways that you might make the meaning of some of these words clear to your EAL learners, because assumptions cannot be made about their knowledge of words such as "footy" or "Brownlow" or "ladder" or "handball". They may not know what "play on" means or "pass" or "run" or "kick" or "mark". And when you're getting them to do something physical, for example, and you want them to actually do some AFL moves on the field, they need to understand the kinds of things you're saying. You also need to think about the non-verbal gestures associated with a game such as AFL, where the umpire may use hand gestures to show what a behind is or a clear goal or a high tackle. What does the whistle mean? What does the siren mean?

So what you can see, there is a lot of language that needs to be unpacked in what may seem like a very straightforward lesson. But these are the things that you need to keep in mind when you have your EAL learners at the forefront of your mind when you're planning.

Now, the how of all of this. What does it mean for assessment and reporting? Well, it means this - that an EAL learner's English language proficiency is assessed against the EAL curriculum in all three language modes. Now, it's important to note that a student may be at a different level of proficiency in each of the three modes, but the recommendation is that the student needs to reach level in each mode before they can move onto the English curriculum or into the next step on the pathway that they're on.

Now, reporting does not change for anyone. As goes on now, the English teacher who may have EAL students in their class will use the Achievement Standards from the EAL curriculum to report against. So if you are an English teacher and your student is an EAL leaner in a mainstream combined English class, then you would use the EAL curriculum to report on. If you are in a fortunate position in a school where your EAL learners are placed in a separate class for their English studies, so you have mainstream English classes running and then you have EAL classes running alongside those where the EAL learners are separate, then all of those EAL learners in that separate subject will be reported against the Achievement Standards from the EAL curriculum. Now, teachers of all the other learning areas, you continue to report against the Achievement Standards from your content area. So if you are an art teacher, you continue to report against the art Achievement Standards. You are still reporting against the knowledge of your content. So there is no change to the way you report, and that's what is really important to know.

You are not expected, if you are a teacher of any other subject other than English or EAL, to report against anything other than what you already report against. What you are being asked to do, however, is to use the EAL curriculum as a reference document to support the differentiation of the learning that goes on in your classroom.

So, I've come to the end of my presentation. I wanted to make it short and sharp so that you got an overview of it quickly. There are my contact details for you, And I am the curriculum manager for EAL at the VCAA. And then you've also got a contact there for the F–10 unit if you have any questions.

Now, what's really important to note is that the Victorian Curriculum and Assessment Authority is responsible for the curriculum, so I have invited my colleagues along this afternoon to come to respond to some of the questions that many of you posed as you registered, because they represent the different sectors that are responsible for the different components of teaching EAL. So those of you who are in government schools, the Department of Education and Training is responsible for the reporting of EAL students, so that is your resource for reporting. I also have my colleague Mollie Daphne here from the Catholic sector, because we had some questions from registrants within that related specifically to the reporting platforms in Catholic schools. So Mollie will respond to those questions.

So what I'd like to do now is to hand back over to Kat so that Kat can now manage the question and answer section with you. And we will go through each of the questions, firstly, that were presented as you registered and then any others that have come up during my presentation.

So thank you, Kat.

**Katerina Poropat:** Thanks, Kellie.

OK, so back to our Q&A session. We have our first query that came through, and this is for Anna-Lise. The required skills for EAL students by F–10.

**Anna-Lise Wallis:** OK, thank you, Kat.

So, basically, the required skills are outlined in the EAL curriculum as described by Kellie, and they are in the form of content descriptions and Achievement Standards. As Kellie also mentioned, the curriculum describes the what. However, schools determine the how, as in pedagogy, curriculum, programming decisions and the teaching and learning programs. Also, I think it's important to note that we could look at skills through two different lens.

So you've got the required skills that include the English language skills outlined in the curriculum, which students need to achieve in order to access the curriculum and participate fully in the classroom, for example, being able to interact with peers, ask for help, complete assessment activities and achieve academic success. But also, obviously, it's about providing students with the skills they need to participate fully in civic life and the community in Australia and ensuring that they feel that they're valued members of society.

So I think, yeah, looking at skills through those lens provides teachers and schools with some guidance.

**Katerina Poropat:** Excellent. Thank you, Anna-Lise.

Our next query is in regards to materials and resources for EAL learners, so I'll throw over to Sarah.

**Sarah Martin:** So, there's a lot of resources available in different spaces. The Tools to Enhance Assessment Literacy website - the TEAL website has a lot of really great resources, including assessment tasks, unit plans. Examples of rubrics, as well, are up there. There's the Languages and Multicultural Education Resource Centre, LMERC, which has a lot of really valuable resources to support EAL students. On the Department of Education and Training EAL pages, there are resources.

Likewise, on the VCAA pages, you can find the Language and Learning interview to conduct upon enrolment as well as some sample progressions through the pathways of the curriculum. There's FUSE, as well, which is a really great bank of resources.

If you're from a government school, you can contact your EAL regional program offices. There are POs that are there to support you with implementing a teaching and learning program for your EAL students. And if you're in the Catholic sector, you have your learning consultants there to support you. And you can also refer to the EAL page on CEVN.

**Katerina Poropat:** Fantastic. Thanks, Sarah.

Anna-Lise, over to you again for our next query, which was in regards to general guidelines of EAL F–10 courses.

**Anna-Lise Wallis:** OK, thanks, Kat.

Essentially, all of the advice for government school is contained on the department's Policy and Advisory Library, commonly known as PAL. And so resources that teachers who have been around for a while might be familiar with, such as the EAL Handbook, will now find that all of that information has been transferred to PAL, so it's now no longer in the form of a downloadable document.

So, that basically provides a whole range of information on provision, assessing and reporting with F–10. So, basically, in terms of more specific guidelines, I would say that it depends on the school context. So you would start with the Language and Learning interview, for example, with all of your newly enrolled EAL students, carry out diagnostic assessment and determine what the needs are of your EAL student cohort. And then obviously, keep in mind that this may change over time, depending on changing settlement patterns and so on that can result in some schools, for example, enrolling more refugee-background students or enrolling students from a particular cultural background in larger numbers, so they might be presented with new challenges that they need to address and consider... consider different options that they hadn't previously had to.

So I guess it's important to keep in mind that schools do need to be able to adapt to those changing needs. Hence, we would recommend that schools review their curriculum programming document on an annual basis, ideally.

There are lots of resources. Sarah's mentioned some of them. The VCAA website contains a range of really fantastic resources relating to the curriculum, as they are responsible for curriculum implementation. As the department is responsible for assessment and reporting, we provide a whole range of resources around this, including on PAL, as I mentioned. And there's also the FUSE platform, which contains a large range of resources about understanding and using the new EAL curriculum. And we also have the TEAL website, which stands for Tools to Enhance Assessment Literacy for Teachers of EAL.

And just I'll quickly mention that obviously Catholic and independent sector teachers should check their respective platforms. But of course, all teachers are encouraged to access the VCAA and department resources.

Thank you, Kat.

**Katerina Poropat:** Fantastic. Thanks, Anna-Lise.

And we have had an additional query that we could possibly type in some of the names of those resources into our chat function so that all our participants today can look up those resources.

So our next query that has come through during the registration process, Mollie, I'll throw over to you - how to set up SIMON for the EAL F–10 reports.

**Mollie Daphne:** Thanks, Kat.

So in regards to SIMON and other platforms that are used in Catholic schools, it is done at a school level, the administration. So you'll need to contact either your SIMON administrator or your IT administrator at school to set up those reports. Alternatively, you can contact IT in either your MACS region or your CECV diocese as well. So they'll be able to support you with how the reporting templates should be set up.

**Katerina Poropat:** Fantastic. Thanks, Mollie.

Our next question that's come through and this is going to be for Anna-Lise - if a year 10 EAL student is still being reported on EAL guidelines, can they still do VCE EAL English or not?

**Anna-Lise Wallis:** It depends on how long they've been studying in an English immersion environment for. So students are eligible for funding for up to five years, but they're eligible to be assessed as EAL for up to seven years. So I would suggest that the teachers contact Kellie Heintz, the EAL manager who delivered this presentation, to determine EAL eligibility, if they're not sure.

**Katerina Poropat:** Excellent. Thank you.

OK, our next question's come through for Mollie - overcoming teacher reticence to implement EAL strategies in mainstream class.

**Mollie Daphne:** OK, so, very similar to what Kellie has just talked about. We support a whole-school approach, so that's building capacity for all teachers to support EAL students, and that would absolutely be the same in the department as well. So, ways in which you can do that are through collaboration. So that may be between an EAL specialist or a literacy specialist and subject teacher specialist, or between collaboration with classroom teachers using the curriculum, the EAL curriculum, as a reference.

Strategies that support EAL learners support the learning of language and literacies. So, when working with teachers and talking about the implementation of this curriculum, the understanding that the EAL curriculum is supporting the language development and literacy development of all students will be beneficial. It's also good to have a look at the Literacy Teaching Toolkit as well. That provides some wonderful ideas in terms of resources that can support literacy development, and also think about taking an inquiry approach.

So when teachers are first beginning to work with this curriculum supporting an inquiry approach through action research, where teachers are able to trial particular strategies in the classroom, reflect on those strategies and adjust them as they need to, will help them to engage with the curriculum and the type of supports that can be offered to EAL learners.

**Katerina Poropat:** Excellent. Thank you, Mollie.

Our next question will be thrown over to Sarah.

Can you provide some examples of curriculum planning documents in particular subject areas, eg, humanities, maths or science?

**Sarah Martin:** So, while there isn't one document template that's mandated, there are certainly examples that are available. So both the VCAA and the Department of Education and Training have curriculum planning documents on their respective web pages. There was a webinar about whole-school EAL planning, which is available on the VCAA Professional Learning pages. That webinar is still available to view. That has some examples in there. And the Tools to Enhance Assessment Literacy website as well has some examples of unit plans. At the moment, there are more primary ones, but there are secondary ones there and more are on the way.

**Katerina Poropat:** Thank you, Sarah.

And the next question is again for you.

How do planning documents cater for levels C1 to C4 while still being a workable curriculum tool?

**Sarah Martin:** Yeah, it's a really good question, because I can see how it might sort of seem like it could become this really big, unwieldy document. But it doesn't have to be.

So, the EAL curriculum is there as a reference document to help subject teachers enrich their own content with the particular language focuses that EAL students need to access the curriculum. So it doesn't mean that you have to dump lots and lots of content descriptions from the EAL curriculum into your unit plans. It's just about drawing on the EAL curriculum at the appropriate levels for where your students are to enhance particular activities that you might be doing in that unit.

And so, just to give a couple of examples, if you have a group-work activity planned, you may want to... If your EAL students need it, you can supplement that with some explicit teaching of the language of interaction, which is something that Kellie talked about before, allowing students to access those discussions by explicitly teaching phrases such as, "OK, if you would like to do this..." And phrases that might come very easily to some students, some EAL students may need more explicit teaching. Perhaps a certain text type students need to produce need a particular grammatical focus. Maybe there's a text type in science that requires the passive voice. And so just including those extra language focuses into a unit plan or planning document, however your planning documentation looks at your school, whether it's by an extra column or by some dot points under those activities, but just making sure that those language focuses, drawn from the EAL curriculum, are making a feature in there.

**Katerina Poropat:** Wonderful. Thank you, Sarah.

Our next question, again for you - clarifying the role of testing on enrolment and materials available.

**Sarah Martin:** So, there is still a Language and Learning interview, which is available on the VCAA website. So this allows you to build a sociolinguistic profile of your students right from when they enrol, which really allows you to target their needs as they continue their time at your school. There is, on FUSE, there is a PowerPoint which supports the implementation of that Language and Learning interview. So if you're thinking, "I'm really not sure how to approach that," you can have a look at that PowerPoint on FUSE. I'll put the link to that in the chat.

Again, the... I keep referring to TEAL, but it is a really awesome resource. The Tools to Enhance Assessment Literacy has assessment tasks, including a really awesome new reading and vocabulary online test that gives you really valuable information about your students, where your students are sitting in terms of their reading. And the Catholic sector has some additional resources on CEVN, as well.

**Katerina Poropat:** Fantastic.

Our next question - how to modify the pre-existing resources according to the need?

So back to you, Sarah.

**Sarah Martin:** This is me again. I'm sorry! You're probably sick of me now!

Yes. So, again, Kellie touched on this before, that the curriculum is really your guide here. When you've get a sense of where your student...which level your student is sitting at in the curriculum, then you can you can dive into the curriculum and get some ideas on the kinds of language focuses the student needs at that level to access the curriculum. And this will give you some guidance about how and what to differentiate.

So, just to give a couple of examples of how that could look in practice, potentially an EAL student might benefit from an abridged text. If the learning intention for your class is to learn certain content, then an abridged text might help the student be able to get into that content without spending the entire class sort of struggling with a very, very dense and inaccessible text. Sentence stems and sentence starters can help EAL students, and all students really, to respond to certain questions. Sometimes even something as simple as giving more time can be a really powerful differentiation strategy for EAL students. They may be able to access the task but just need a little bit more time. Providing vocabulary lists. Something as simple as bolding some less-accessible words in the text and providing some simple definitions down the bottom or some pictures can really help to render a difficult text more accessible for EAL students. And then, of course, you've just got those strategies that are really just valuable for all students, such as providing models and worked examples, are really good ways to make sure that a resource or an activity are accessible to EAL students.

**Katerina Poropat:** Thank you, Sarah. So, Mollie, over to you for pedagogical approaches to EAL differentiation for students.

**Mollie Daphne:** Yep, OK, so Sarah's just given us some amazing examples of the ways that we can do that in the classroom. So I'll just respond by saying that differentiation is based around making changes to the process, the product, the content, or the learning environment for EAL learners. So that could include, for EAL, thinking about how culturally appropriate or responsive the texts are that you're using. It could also include... Well, it must include understanding where that student is starting from. An understanding of the purpose of the lesson and a focus of the lesson, and matching any differentiation to your purpose and focus.

Now, there were some previous webinars through the VCAA that covered differentiation. And the other place to look for PAL opportunities is VicTESOL, or, if you're in the Catholic system as well, to have a look for things that we're running.

**Katerina Poropat:** Excellent. Thank you, Mollie.

Our next question, also for you - suggested strategies to best look after an EAL student, especially if you only have one, say, in the classroom in the mainstream classroom.

**Mollie Daphne:** Yeah, right.

OK, so thinking about looking after EAL students, really thinking about the social and emotional safety of these students, so that includes their cultural safety within the classroom, being sensitive to that student, welcoming, inclusive, ensuring that they feel included, not singled out or different within the classroom. Strategies that can be used are things like assigning buddies, teaching language that they can use to participate and interact with their peers. Also making sure that you're incorporating those plurilingual strategies and approaches in your lesson and also those culturally responsive practices. So this allows the students to demonstrate the knowledge that they have and use the cultural and linguistic resources that they come into the classroom with.

**Katerina Poropat:** Lovely. Thank you, Mollie.

Now, I'm just a bit cautious of time. Our session was up until 4.45. So we understand if people do have to head off at that time. But our contact details or Kellie's contact details are on the screen there. If you do have questions, feel free to send them through and we can delegate them out to our respective colleagues, if required. But we'll go through... There's a few more from our registration page and then we'll try and get through as many from our Q&A chat as we can.

So our next one - this is for Anna-Lise.

Teachers in my school disagree about how specifically and how thoroughly individual standards need to be assessed. Could you please provide clarification, perhaps using some examples on what qualifies as adequate assessment for specific standards?

**Anna-Lise Wallis:** OK, I'm perhaps not going to give the teacher the answer that they would like to hear, because it does... We do recommend that teachers make an on-balance, professional judgement about whether students have achieved a level. So it's about collecting a range of student work samples and triangulating the data in terms of how they're performing and whether they're able to achieve most indicators across a range of contexts.

So, for example, in different text types, assessment activities, and obviously in the three different language modes. So, as a teacher, it tends to be easier to assess productive skills, such as speaking and writing, as opposed to receptive skills, like reading. But as Sarah mentioned, we've got the reading and vocab assessment for EAL students. Teachers can also record students speaking or giving a short presentation in order to collect evidence. And also we would very much recommend that teachers carry out moderation activities. And we know that can be a really powerful form of professional learning. So ensuring that all teachers at the school are on the same page in terms of what a C1 student looks like in terms of a piece of writing and so on.

So, consult colleagues, look at the TEAL website. If you happen to not be working with any EAL specialist teachers, there's lots of examples of student work and they've all been assessed by EAL experts, and teachers can compare their judgement to the expert judgement and then think about where they might need to perhaps make adjustments to their own assessment practices.

**Katerina Poropat:** Excellent. Thank you, Anna-Lise. And we'll stick with you for the next question.

Which content descriptors are hardest to incorporate into a course, and do you have any suggestions for how to incorporate these into units?

**Anna-Lise Wallis:** I guess... This is a very subjective question, in the sense that no content descriptions are considered objectively harder than others, although obviously the linguistic, cognitive and academic demands of the curriculum increase as students move into the higher year levels. Having said that, a student at the senior level will still find it challenging if they had interrupted schooling and so on. So it depends on the student. Students also may be stronger in one language mode than another.

And also we want to remind teachers that they don't have to teach all the content descriptions. They're a guide only. The elaborations provide specific examples, but they're not to be treated as a checklist. So, for more information about assessment and reporting and incorporating the content descriptions, I'd recommend again looking at the assessment and reporting webinar from last year, on the VCAA's PAL pages.

**Katerina Poropat:** Excellent. Thank you.

And our last question for Sarah that has come through from our registrations - can you provide any insights regarding mapping curriculum onto rubrics or addressing new aspects of the curriculum?

**Sarah Martin:** So, TEAL - I'm talking TEAL again, but it's just so great - is going to have a Professional Learning module focused on rubrics that will be coming out at some point this year. There is an assessment and reporting webinar. That was last year, if I'm correct. And that is available on the VCAA Professional Learning pages and that has some information about rubrics. Lastly, just one little tip I find really helpful, is when you're looking at the scope and sequence of the EAL curriculum online, if you choose the view that is columns, and it has all of the levels within columns next to each other and it juxtaposes similar skills horizontally. So if you are looking to build a rubric, that's actually a really nice view to build up from because you've got an aspect like interaction, and you can see what that looks like at C1, C2, C3. So, yeah, have a play around with the different views on the VCAA website, but that one's really useful if you're building rubrics.

**Katerina Poropat:** Fantastic. Thank you, Sarah.

So that brings us to the end of our questions that came through during registration. Like I said, we have come to time now, so we appreciate that some people may need to leave at this point, but please don't hesitate to contact us if you have any further questions. There are a few questions in the Q&A chat box that we will try and get through now. But for anyone who does have to head off now, thank you very much for attending the session today. We hope you were able to take a lot away from it.

So I'll just quickly go through those last questions now that have come through.

So this one - thank you, Melena - is, when negotiating the C levels of students between teachers and the ELA specialists, should a consensus be reached on the C level of the student across all the KLAs? Or are we expecting teachers to have individual C level assessments for each EAL student within their own KLA?

**Anna-Lise Wallis:** I'll, Kellie, did you want to...

**Kellie Heintz:** No, Anna-Lise, you go, that's fine.

**Anna-Lise Wallis:** OK, well, I'm not sure if I completely understand the question, but teachers of other KLAs are not expected to provide a stage level result according to the EAL curriculum for their EAL students. So that would be the English or the EAL teacher who's placing the student on the C pathway. And of course, they'd be encouraged to consult with their other teachers to see how they're performing in different subject areas. But the science teacher, for example, as Kellie mentioned, is not expected to be assessing the EAL student in terms of the EAL standards. And I would ultimately say to defer to the judgement of the EAL specialist, if it comes to that.

**Katerina Poropat:** Thank you, Anna-Lise.

Our next question - if a school has some EAL students, but not lots, would it be advantageous for the students who are identified as EAL throughout a number of classes or are more clustered? Which would help the students the most?

**Anna-Lise Wallis:** I'm happy to quickly answer that one. I think, again, it depends on the needs of the students. Obviously, students who are at high need would benefit from being in a withdrawal EAL class because they would need more targeted and specific support. Students who are performing at near-equivalent or peer-equivalent levels might be able to function quite successfully in the mainstream classroom. So ultimately it depends on the student.

**Katerina Poropat:** Thank you, Anna-Lise.

The next question was - could we actually pop in maybe to the chat box or somewhere the link to...I think it was the PAL, perhaps? If that link can be copied in or if people could be directed where to find that?

**Anna-Lise Wallis:** Yeah, OK, sure. I'll do that while someone else answers the next question.

**Katerina Poropat:** Excellent. Alright. We'll jump on to our next one. Sorry, my screen's moved.

What forms of diagnostic testing would you advise?

**Sarah Martin:** I suppose I could start with that one and anyone jump in if I've missed anything.

So, first of all, the Language and Learning interview. So that's available on the VCAA's web pages. And so that's an interview that allows you...that gives you some data about the students, not only their language background, but a little bit more about their background more generally. So it allows you to sort of paint or get a sociolinguistic profile of the student. So that's a really, really valuable assessment to do upon enrolment.

There's also RVEAL, which is the Reading and Vocabulary Assessment that's on the TEAL website. The TEAL website has a lot of assessments that can be used diagnostically. There aren't... The ones on the TEAL website aren't mandated, as such. It depends on your own assessment schedule and what's going to be most valuable in your context. But there are examples of speaking and listening assessment tasks on TEAL, there are writing assessment tasks on TEAL, and there are associated rubrics. So, so all of those could be used as diagnostic assessments.

Anything else that I might have missed? Anyone else?

**Anna-Lise Wallis:** There were suggested diagnostic assessment activities that were also published with the 2020 reporting tool that are on the department's website. So that's also a guide that teachers could use for primary and secondary students across the language modes.

**Katerina Poropat:** Great, thank you, Anna-Lise and Sarah, for that.

Mollie, is there a best email or contact point for the Catholic sector that we might be able to provide?

**Mollie Daphne:** Yeah, I'll put my email into the chat, and then I can either respond or direct you to the learning consultant in your region or diocese.

**Katerina Poropat:** Fabulous. Thank you.

And then we have our last question - one of the descriptors requires that students discuss a point of language. I'm unclear exactly what that means. Could this please be clarified?

**Anna-Lise Wallis:** That is a good question. um... I would need to see what the actual content description is to be able to fully answer that.

Yeah... If the teacher's able to...

**Kellie Heintz:** Yeah, could the teacher, please...? Yeah. Put your email address in the chat box and we'll get back to you on that one.

**Anna-Lise Wallis:** A point of view, perhaps, would make sense, but point of language, yeah, that... Yeah, need clarification on that one.

**Katerina Poropat:** OK. Yeah, great. Alright, thank you. We'll get back to you on that one, Megan.

OK, so that brings us to the end of our presentation today. So I'd like to thank Kellie for leading us through this fantastic session and also to our wonderful colleagues, Mollie, Anna-Lise and Sarah, for being so helpful with those queries that had come through. And also a big thank you to Alicia for all the behind-the-scenes work she does to make these webinars possible.

Thank you all for attending. And like I said earlier, we hope that you took a lot away from this session. The contact details for Kellie are on the screen still. So if you have any further questions that do pop up at a later stage, please do not hesitate to send them on through.

So, thank you again. And we hope you enjoy the rest of your day. Bye, now.

**Anna-Lise Wallis:** Bye.

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