

Introducing the Victorian Curriculum: English as an Additional Language (EAL) F–6

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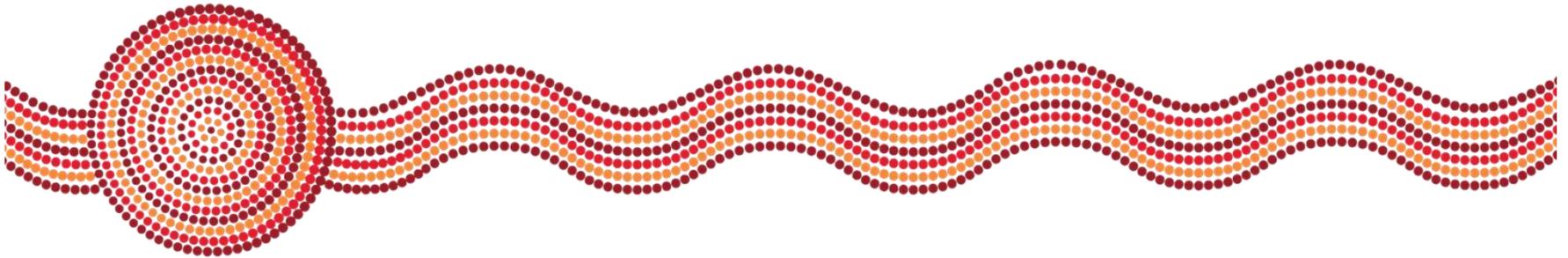
Acknowledgment of Country

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

- A continuum structured as three EAL pathways (A, B, C).
- Each pathway describes 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 pathways

EAL Pathway A: Early immersion (Foundation–Year 2)

- Early immersion language learners typically develop their literacy skills through experiences in the school context. Those who have had some experience of formal preschool or school will more readily adapt to the school setting.
- A student located on EAL Pathway A may have some experience of formal learning in their home language or other languages and some experience of informal prior learning.
- EAL Pathway A includes two levels of English-language learning: Level A1 and Level A2. Those with little or no experience of English begin at A1; those with some experience may begin at A2. The progress within these levels equates to the rates of progression expected in Foundation–Year 2.
- Generally students who enter Foundation are pre-literate, regardless of their language background, and hence there is no Level AL. EAL students who enter Foundation with minimal literacy in other languages will begin their early immersion in English at Level A1.

Understanding the pathways

EAL Pathway B: Mid immersion (Years 3–8)

- Mid immersion language learners have experience of the social use of language, which they can use as they learn English at school. A student located on EAL Pathway B may have some experience of informal learning in their home language or other languages. Some have yet to experience formal schooling, while others may have experienced formal learning that is equivalent to their English-speaking peers. This may have been in their home language or other languages.
- EAL learners with little or no English proficiency, fewer than two years of formal learning and minimal home literacy experience will begin this pathway at Level BL, before moving to Level B1. Learners with prior experience of formal learning but no proficiency in English begin at Level B1, and move through Levels B1, B2 and B3. The progress within these levels equates to the rates of progression expected in Years 3–8.

What? Part Two

The curriculum

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

What? Part Two

Modes

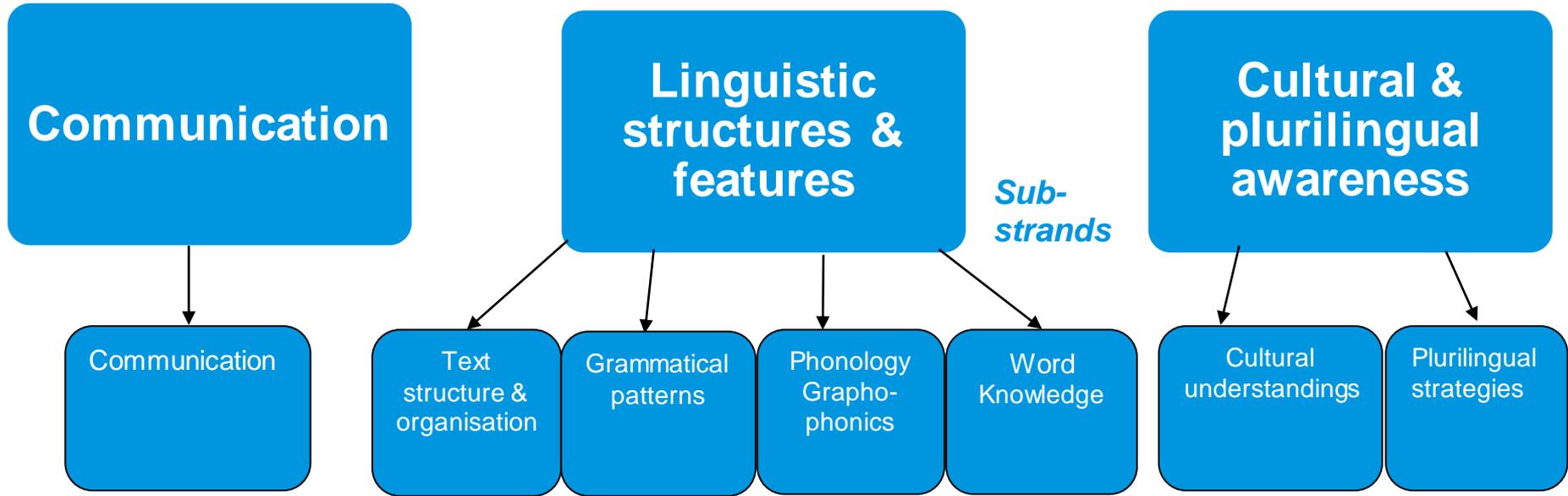
Speaking
& Listening

Reading &
Viewing

Writing

What? Part Two

Strands



Link to the Victorian Curriculum webpage

<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 primary 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 both generalist and specialist primary teachers will also need to be considered.

How?

All primary 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? 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? 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?

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>