

**VCE BEAL UNITS 1 & 2**  
**Holistic Approach to Implementing Innovative Teaching and Learning Practices of Bridging EAL**

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By *Rebecca Mphande, EAL & Language School Transition Program Leader*  
 Hampton Park Secondary College, Vic 3976

WEDNESDAY 24<sup>TH</sup> MAY 2023, 4:30 PM – 5:30 PM

1




# ABOUT ME



**REBECCA MPHANDE**

- Current EAL & Language School Transition Program Leader
- Former EAL Coordinator
- 36 years educator: 17 yrs overseas, 19 yrs in Australia
- 2016 BEAL INTRO: Led facilitation of BEAL Curriculum documentation & Teaching
- Literacy Leadership Research – Tailored support of EAL Learners
- Data Wise – Leading EAL Teacher Teams, Facilitation of EAL & BEAL Curriculum documentation and teaching support

2



- ♦ Hampton Park Secondary College: Highly multicultural (Student, staff, community populations). Situated in South Eastern Victoria Region
- ♦ We believe one size does not fit all and neither should education. Every student is unique and individual in their interests, passions and learning needs.
- ♦ At Hampton Park Secondary College we are committed to embedding an education model that is student-centred and focused on enabling learning pathways.
- ♦ Our innovative, tailor-made approach to learning assists students so that no student is held back, and no one is left behind. Learning is an organic process and by creating optimal conditions for learning, students thrive.

3




# IT'S ABOUT THE STUDENT




**WATCH AND COMMENT ON THE STUDENT VIDEO**

- Entry activity
- Where would you place the student: VL, L, M, H, VH?
- WHY?
- What teaching strategies would you put into place to support this student?
- What kind of questions would you like to ask to know more about this student?


4



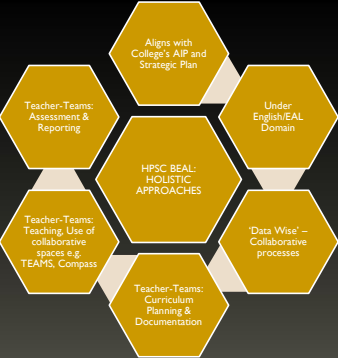
# BEAL PROGRAM AT HAMPTON PARK SECONDARY COLLEGE: PURPOSE




5




# BEAL PROGRAM AT HAMPTON PARK SECONDARY COLLEGE: HOLISTIC APPROACH



6



# DATA WISE: COLLABORATIVE PROCESSES

- Identifying BEAL Student cohort: Ongoing decisions, 'New' EAL Students, struggling EAL students, EAL students with the potential to benefit from tailored BEAL provision, Students enrolled in VCE/VM (Vocational Major)
- BEAL Staffing (see next slide)
- Class sizes: Range between 10-16
- Curriculum Design and documentation (UbDs – can share samples later)
- Assessment: SACs (can share samples later), Readiness Task, Formative, Summative, ACER Testing, Moderation (need more of this) 
- Unpacking student data:
  - What do we see?
  - What is the story behind this data?
  - How can we use this data for improved future teaching and learning?

7

# BEAL STAFFING



8

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**INNOVATIVE TEACHING AND LEARNING PRACTICES OF BRIDGING EAL**

- HPSC Pedagogical model** HPSC and MALP Pedagogical Model
- MALP: Mutually Adaptive Learning Paradigm** (See attachment)
- UbDs draw from VCAA Study Design and Advice for Teachers**
- Literacy Support: All students**
- Listening, Speaking, Reading, Writing – Student data informed**
- Scaffolding, Education Perfect (Grammar, spelling support), ChatGPT, Kahoot, Quiz, Blooket, TEAMS**

9

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**MALP'S TEACHER PLANNING AND OBSERVATION CHECKLIST (CRITERIA FOR SUCCESS)**

STAGED PROCESSES	TICK/CROSS
<b>A. Accept Conditions for Learning</b>	
A1. I am making this lesson immediately relevant to my students	
A2. I am helping students develop and maintain interconnectedness	
<b>B. Combine Processes for Learning</b>	
B1. I am incorporating both shared responsibility and individual accountability	
B2. I am scaffolding the written word through reading-oral interaction	
<b>A. Focus on New Activities for learning</b>	
C1. I am focusing on tasks requiring academic ways of thinking	
C2. I am making these tasks accessible to my students with familiar language and content	

*Adapted from DeCapua & Marshall (2010. Breaking New Ground: Teaching Students With Limited or Interrupted Education in Secondary Schools). (This checklist can be modified and used by all subject teachers in the school to suit their students) - For more on MALP, go to <http://malp.pbworks.com/>*

10

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**SAMPLE STUDENT WORK**

11


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**BEAL SAMPLE DATA - TAKE NOTE:**

- ❖ **Teacher-consultation:**
  - ❑ Teacher-judgement (CAT – for placement in a BEAL class, SAC results)
  - ❑ ACER Testing

Sample DATA - Excel Spreadsheet

12




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## BEAL KEY CHALLENGES

- ❖ Lack of time for moderation (cross-marking)
- ❖ Lack of adequate collaborative time
- ❖ Diversity of the learners
- ❖ Not all students enrol at the same time
- ❖ Lack of ES staff from backgrounds shared by majority students – debate whether or not to have ES from English speaking backgrounds or migrant
- ❖ Dealing with
  - ❑ Students' plagiarism
  - ❑ Students' reliance on ChatGPT
  - ❑ Students' reliance on Bilingual dictionary which proves time-consuming during assessments

13



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# Q & A

14