

## MEETING THE NEEDS OF EAL LEARNERS IN THE VCE VOCATIONAL MAJOR AND VICTORIAN PATHWAYS CERTIFICATE






VicTESOL Symposium 2023  
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- A specialist independent school for young women from refugee and asylum seeker backgrounds.
- Students aged 16-24
- All students learning English as an Additional Language, many with histories of interrupted formal schooling.
- Senior Secondary program (formerly VCAL now VCE VM & VPC)
- class sizes of approx. 15 students, a Homegroup Teacher teaches most subjects with their class
- All teachers are EAL specialists

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 Motivation to engage in learning	 Applied learning practices	 Student agency	 Student-centred flexible approach	 Assessment practice which promotes success
<ul style="list-style-type: none"> <li>• Relevant for the future</li> <li>• Build self-efficacy and learning confidence</li> <li>• Make connections to workplace learning</li> <li>• Flexible design</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic learning experiences</li> <li>• Experiential learning cycle</li> <li>• Success breeds success</li> <li>• Integrated learning</li> </ul>	<ul style="list-style-type: none"> <li>• Metacognition</li> <li>• Active agents in learning</li> <li>• Self-regulation</li> <li>• Explicit and visible learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Trust</li> <li>• Fairness</li> <li>• Dignity</li> <li>• Individual starting points</li> <li>• Acknowledge ment of personal interests</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic assessment</li> <li>• Formative assessment</li> <li>• Timely feedback</li> <li>• Peer and self-assessment</li> <li>• Transparent rubrics</li> </ul>

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### RNS APPROACH TO VCE VM & VPC

<b>Benefits</b>	<b>Challenges</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>- Flexible</li> <li>- Diverse post-school pathways</li> <li>- Pillars of Applied Learning</li> <li>- Flexible, school-based assessments</li> </ul>	<ul style="list-style-type: none"> <li>- No specific curriculum for EAL learners</li> <li>- Support resources not written for EAL learners</li> <li>- Completion requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Options for completion over 2-4+ years</li> <li>- Whole school curriculum - Integrated subjects and student led projects with varied access points</li> <li>- Diagnostic assessments, student grouping</li> <li>- School-developed rubrics to align EAL development with VM study designs &amp; outcomes</li> </ul>

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### START WITH THE LEARNERS

- Our school goals for our **students**:
- Equipped with the language, life and work skills to pursue **further education, training and employment opportunities**
- Confident **social participation** and **community connections**
- Stronger **health, wellbeing and self-care** capability
- **Financial security** and **independence** with capability to **navigate systems**
- Resilient, responsible and **empowered young women**

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	Term 1: Identity & Belonging	Term 2: Health & Wellbeing	Term 3: Future Career Plans	Term 4: Local & Global Issues
<b>Literacy</b>	Unit 1 Literacy for Personal use	Unit 1 Understanding & creating digital texts	Unit 2 Understanding Issues & Voices	Unit 2 Responding to Opinions
<b>Numeracy</b>	Unit 1 Personal Numeracy	Unit 1 Recreational & Health Numeracy	Unit 2 Financial & Vocational Numeracy	Unit 2 Civic Numeracy
<b>PDS or WRS</b>	PDS Unit 1 Personal Identity & Emotional intelligence	PDS Unit 1 Community health & wellbeing Promoting a healthy life	WRS Unit 1 Future careers	WRS Unit 1 Presentation of career & education goals
<b>Whole School Project</b>	<b>Harmony Day Celebration</b>	<b>Health &amp; Wellbeing Expo</b>	<b>Careers, pathways, industry excursions &amp; incursions</b>	<b>Careers Expo</b>

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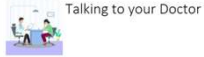
	Health and Wellbeing Unit			
	VPC	VM 3 Years	VM 2 Years	VM Final Year
<b>Language level (approx.)</b>	CL ACSF Prelevel 1 - Level 1	C1 -C2 ACSF level 2	C2-C3 ACSF level 3	C3+ ACSF level 3+
<b>Suggested topics</b>	<ul style="list-style-type: none"> <li>• My body, emotions, self-care</li> <li>• Seeing the doctor, booking appointments</li> <li>• Community health centre</li> </ul>	<ul style="list-style-type: none"> <li>• Accessing community health centres</li> <li>• Common health issues (diet, exercise, dehydration, sleep, skin problems)</li> <li>• Physical, mental &amp; social health</li> </ul>	<ul style="list-style-type: none"> <li>• Community health &amp; wellbeing issues</li> <li>• Biology – anatomy, body systems</li> <li>• Women’s health</li> <li>• Mental health</li> <li>• Online safety</li> </ul>	<ul style="list-style-type: none"> <li>• Independently research health issue</li> <li>• Oversee organisation of Health Expo</li> <li>• Research working in Health industry</li> </ul>
<b>Text Types for assessment</b>	<ul style="list-style-type: none"> <li>• Forms</li> <li>• Role plays</li> <li>• Short recounts</li> <li>• Canva/word poster</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created information texts</li> <li>• PowerPoint presentation</li> <li>• ‘Explainer’ video</li> </ul>	<ul style="list-style-type: none"> <li>• Information report</li> <li>• Websites (research &amp; create)</li> <li>• Online quiz (create)</li> </ul>	<ul style="list-style-type: none"> <li>• Complex written/ visual instructions or explanation</li> <li>• Meeting minutes</li> <li>• Interview responses</li> </ul>

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## ASSESSMENT

**VM Literacy Outcome:** On completion of this unit the student should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

**VM PDS Outcome:** On completion of this unit the student should be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.



Talking to your Doctor

Listen & fill in the missing words:

Dr Ali: Hello Sasha, how are you feeling \_\_\_\_\_?

Sasha: I don't \_\_\_\_\_ well.

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Part 2: Create a 60 second Explainer TikTok video about a physical health issue

Choose your topic:

- Balanced diet
- Sleep
- Exercise
- Hydration

Write a script -

1. I want to talk to you about...
2. This issue is important because...
3. You can improve your... by...
4. You can get help from...

### Requirements

- Five paragraphs (200-400 words)
- Uses the stages of the Writing process: plan, draft, edit, publish
- Uses checklists and rubrics to edit work
- Looks up new words and spelling using dictionary, translator, word lists

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### VPC

**Talking to your Doctor**

Listen & fill in the missing words:

Dr. Ali: Hello Sasha, how are you feeling \_\_\_\_\_ ?

Sasha: I don't \_\_\_\_\_ well.

Dr. Ali: What's wrong? Can you tell me how you feel?

Sasha: Well, I have a terrible \_\_\_\_\_.

Dr. Ali: Hmm. Anything else? Does your \_\_\_\_\_ hurt?

Sasha: Yes, it hurts a little. I have a \_\_\_\_\_ too.

Dr. Ali: Do you have a \_\_\_\_\_ ?

Sasha: Yes, I have a low fever.

Dr. Ali: It sounds like you may have the \_\_\_\_\_.

Sasha: Oh, that's terrible!

Dr. Ali: Don't worry, I will give you some medicine and you will feel \_\_\_\_\_ soon.

Sasha: Ok, can I go to school \_\_\_\_\_ ?

Dr. Ali: No. Stay at home tomorrow, get some \_\_\_\_\_, and drink plenty of juice and \_\_\_\_\_.

Sasha: Thankyou doctor.

Dr. Ali: Ok, take care of yourself and I hope you feel better soon.

**Talking to your Doctor**

Make a new role play with a partner. Record your conversation & send to Sarah on WhatsApp.

Doctor: Hello, how are you feeling?

Patient: I'm \_\_\_\_\_.

Dr. Ali: What's wrong? Can you tell me your symptoms?

Sasha: Well, I have a \_\_\_\_\_.

Dr. Ali: Hmm. Anything else?

Sasha: Yes, I \_\_\_\_\_, And I have a \_\_\_\_\_ too.

Dr. Ali: Don't worry, I will \_\_\_\_\_ and you will feel better soon.

Sasha: Ok, can I go to school tomorrow?

Dr. Ali: \_\_\_\_\_.

Sasha: Thankyou doctor.

Dr. Ali: Ok, take care of yourself and I hope you feel better soon.

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### BEGINNING VM

**Tik Tok Explainer Video**

**Part 1: Understanding Tik Tok Explainer videos**

1. Watch this video. What is the **purpose** of an Explainer Video?

- tells you on **opinion**
- entertains you (fun or funny)
- gives you **information**
- tells you a made-up (pretend) **story**

2. What was the **goal** of this video?

- give information about how to sleep **better**
- give information about drinking **water**
- give information how to cook **dinner**

3. Who is the **audience** for this video? (This man made the video for...)

- doctors and nurses
- young people who have bad sleep
- older people who need help sleeping
- people who know a lot about sleep

4. What is the **message** of this video (what do people remember after they watch the video)?

- you can't fix your **stomach**
- you need to stop using your phone at **night**
- you can fix your **sleep**

5. What **special effects** are in the video? (you can choose more than one)

- music
- emojis
- words
- pictures
- sounds

6. How long is the video? \_\_\_\_\_ seconds

**Part 2: Create a 60 second Explainer Tik Tok video about a physical health issue**

Choose your topic:

- Balanced diet
- Sleep
- Exercise
- Hydration

Write a script -

1. I want to talk to you about...
2. This issue is important because...
3. You can improve your \_\_\_\_\_ by...
4. You can get help from...

**Creates your Tik Tok on Cam**

Read your script and record your voice or video on **Cam**

Choose the right style: **color, font**

Choose the right special effects: pictures, videos, music, sound **effects**

Edit your video:

- o is the speaking easy to understand?
- o is the video short?
- o are there special effects?
- o show it to a friend: Do they like it?
- o show it to the teacher: Do they like it?

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### EXTENDING VM

**Information Website Task**

1. Read example information reports & analyse the features
2. Learn paraphrasing, summarising, skimming & scanning, referencing
3. Choose your own topic, research and take notes from given websites, books, youtube videos
4. Plan, draft, edit & publish an information report using Google Sites

Highlight and label these parts of the text and tick them off:

**Structure**

- Title
- Definition sentence (Introduction)
- Signposting sentence (Introduction)
- Body paragraphs with TEE structure
- Sentence explaining why topic is important (Conclusion)
- Sentence restating main ideas (Conclusion)
- Labelled diagram
- Reference list

Website/book/video: \_\_\_\_\_

Subheading 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Subheading 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Website/book/video: \_\_\_\_\_

Subheading 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Subheading 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### ASSESSMENT & TARGETED TEACHING

We maintain a **focus on learning English** and ensuring students **progress in language, literacy and numeracy skills** as well as completing credits towards the certificates.




We developed rubrics, drawing on:

- Victorian Curriculum - EAL
- ACSF & EAL Framework
- VCAA rubrics

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Writing Information Reports, Explanations, Descriptions						
	Planning and drafting	Language	Content & Structure	Spelling	Punctuation	Grammar
<b>VM final year</b>	Can research and incorporate information from a range of sources with an understanding of the purpose and audience of the text. Can plan and draft own writing. Independently uses checklist and then asks work with oral and written feedback from teacher. Uses "Spelling and Grammar" check on Microsoft Word.	Writes for a specific audience using technical vocabulary. Defines key terms. Uses language such as: - nominalisation - adverbial phrases - questions for effect	Writes four or more paragraphs (300-400 words). Links ideas cohesively across paragraphs. Uses a bibliography to reference a range of sources. Includes charts, graphs or diagrams.	Spells frequently used words correctly and uses personal glossary and online dictionaries to add new spelling.	Uses brackets. Uses apostrophes of possession. Uses colons & dot points.	Uses non-defining relative clauses. Uses a wide range of linking words for sequencing, addition, contrast and causation. Uses present perfect and past perfect if needed. Subjects agree with verbs. Uses many complex sentences. Uses modal verbs.
<b>VM 2 year</b>	Can take notes under given heading from class notes and use them to plan their own new text. Independently uses checklist and then asks work with oral and written feedback from teacher. Uses "Spelling and Grammar" check on Microsoft Word. Uses a thesaurus.	Uses topic specific words. Uses formulae. Uses language such as: - complex noun groups - relative - passive voice	Writes five paragraphs, 300-400 words total. Includes a title & subheadings. Text structure: - Introduction - general statements about the topic and a sentence expressing the subtopic. - Topic sentence and supporting details in each paragraph (TEE structure) - Concludes that restates the key message and comments on why the topic is important or interesting.	Spells some topic-specific words correctly and uses personal glossary and online dictionaries to add new spelling.	Uses apostrophes of possession. Uses colons & dot points.	Uses defining relative clauses. Uses complex sentences with linkers such as although, yet, and, etc. Uses infinitives and gerunds correctly in complex verb patterns.
<b>VM 1 year/VC 1</b>	Begins to take notes through scaffolded class activities. Understand given notes to plan their own text using a graphic organiser. Shows their list and asks work to incorporate with teacher. Also uses checklist on Microsoft Word.	Writes to/for personal/interpersonal text. Uses language such as: - noun groups - adjectives, comparatives, superlatives - Quantifiers (big, lots, many) - Qualifiers (big, somewhat, already, just, almost, a little, very, nearly) - Sequencing words - Phrases for cohesion	Includes a title & subheadings. Text structure: - Introduction - general statements about the topic - Details about the topic - Organised into categories. - Concludes statement that restates the key message Labelled images.	Spells familiar words correctly and uses online glossary to add new spelling.	Uses commas. Subjects agree with verbs. Uses compound sentences. Uses some complex sentences with linkers such as when, if. Uses pronouns. Uses most correct word order for simple sentences.	Uses present simple and past simple verbs if needed. Uses compound sentences. Uses some complex sentences with linkers such as when, if. Uses pronouns.
<b>VC 1</b>	Writes words under headings on planning documents. Revises and checks for spelling and punctuation with teacher support.	Writes simple sentences about a familiar topic. Uses language such as: - nouns - simple adjectives - prepositions	Writes a familiar topic based on information learned in class. Uses a heading. Writes at least four simple sentences with punctuation. Labels images with simple sentences. Adopts model sentences.	Spells more high frequency words correctly. Shows use of an online dictionary to check spelling. Attempts to spell new words using initial sounds.	Uses full stops and capital letters. Uses present simple tense. Uses some highly familiar past simple verbs if needed. Uses basic interrogatives (and, or, but, because) Word order is mostly correct in simple sentences.	Uses present simple tense. Uses some highly familiar past simple verbs if needed. Uses basic interrogatives (and, or, but, because) Word order is mostly correct in simple sentences.
<b>Beginning English</b>	Writes a writing, student explains their topic and incorporates a new phrase of sentences with teacher.	Communicates simple information about familiar topics.	Adopts model sentences.	Spells CV, VC and CVC words correctly.	Writes on the line. Correctly forms upper/lower case letters. Uses spaces between words.	Uses subject and simple verbs. Uses subject and object pronouns "he, she, they, him, her" to join phrases.

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<b>Extension</b>	I used a video and websites to research my topic. I summarised what I learned using dot points.	I worked by myself to write information paragraphs about my health topic: - Why it's important - Problems - Solutions - Where to get help	I used Canva to record a video and add pictures, text and special effects.					
<b>Progressing</b>	I used a video to find more information. I wrote what I learned.	I wrote some sentences about my health topic with help from a teacher: - Why it's important - Problems - Solutions - Where to get help	I used Canva to record a video with pictures.					
<b>Beginning</b>	I used information from the class text.	I wrote simple information to explain my topic.	I recorded on my phone					
<b>Research</b>	<b>Script</b>	<b>Video</b>						
				<b>Content</b>	<b>Language</b>	<b>Punctuation</b>	<b>Grammar</b>	
				Body paragraphs have a TEE structure (topic sentence, explanation, evidence)	Uses language for cohesion (e.g. furthermore, moreover, for instance)	brackets ( ) :	Passive voice (e.g. the patient <u>was treated</u> by the doctor)	
				Includes clear introduction and conclusion	Topic specific vocabulary is used (e.g. symptoms, organs, etc.)	colons and dot points : -	Infinitives and gerunds are used correctly (using to + verb or verb-ing)	
				Includes title, subheading & labelled diagram	Complex noun groups are used (e.g. <u>refugee and asylum seeker</u> women)	Commas ,	Defining relative clause (e.g. the medicine <u>which</u> comes in a blue box)	

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