Interactive e-book

EAL Effective Practice Project
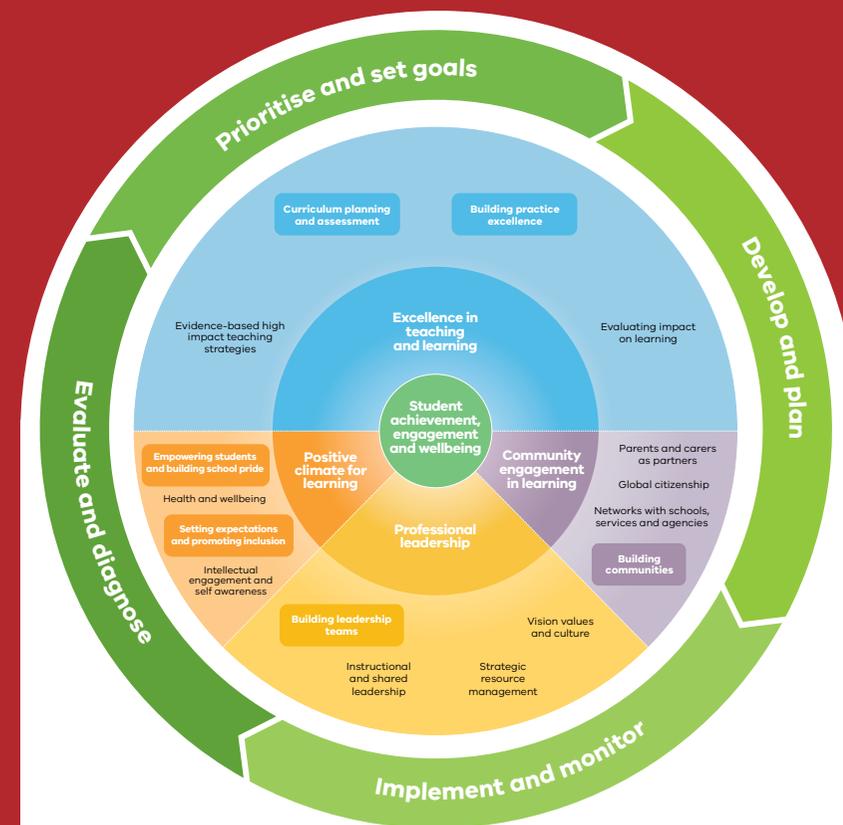
Making a difference through explicit teaching of language and literacy

THE EDUCATION STATE

VICTORIA
State Government

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Teaching the language and literacy of Science Tips for using this ebook

- learn how to use a QR code on pg.4

- use the navigation bar on the right of the page to jump to a different chapter

- click on the 'YouTube' button on the embedded videos to watch them in full screen

- an accessible version of this document is available at:

- for any questions or feedback, please contact:

EAL Effective Practice Project

About this resource

The English as an Additional Language (EAL) Effective Practice interactive guide features a series of literacy based video case studies and resources from Hume Central Secondary College. Located in Broadmeadows in the North Western Victoria Region, the school has high levels of disadvantage and numbers of EAL students.

Hume Central has invested substantially in developing teachers' knowledge about language and literacy.
The videos demonstrate the school's successful practice change in:

- making literacy and EAL a lived priority across its three campuses
- skilling secondary teachers to teach explicitly the language and literacy of their respective disciplines
- working as a Professional Learning Community that shares collective responsibility for the learning progress and literacy growth of all students including EAL learners.

What is its purpose?

The resource has been developed to enable Victorian schools to learn from Hume Central's achievement in the crucially important work of teaching students the academic language they need to succeed within all curriculum areas at school.

The videos are supported with learning guides and sample resources to promote discussion and deepen understanding.

Who is it for?

Leaders, Learning Specialists, teacher teams and individuals teaching Mathematics, Numeracy, Science, English as an Additional Language and Literacy.

School teams including Leadership, School Improvement and Professional Learning Teams.

While directed at secondary school leaders and teachers, the practices featured are also relevant to primary schools.

Acknowledgement

The resource is modelled on the South Western Victorian Region Effective Practice Guide.

EAL Learnings from Ontario

Video 1: EAL Learnings from Ontario by Dr Mary Jean Gallagher

How to use a QR code

To access the videos using the QR codes provided, just follow these steps:

1. Install a QR code reader on your phone
2. Open the QR code reader on your phone
3. Hold you phone over the QR code so that its visible on your screen
4. Your phone should read the code and take you to the intended video.
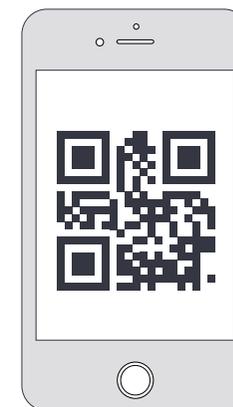
Invested, visible leadership

A whole school literacy focus

View video

Invested and visible leadership of literacy and EAL

View video

FISO priority	FISO dimension	FISO continua component
Professional Leadership	Vision, Values and Culture	The school's vision, values and culture position it for student improvement
		School leaders communicate the vision and values and engage with stakeholders
	Building Leadership Teams	The leadership team leads professional learning
	Instructional and shared leadership	School leaders lead teaching and learning

Engagement Activities

Engagement Activities

A whole school literacy focus

As you watch the video:

1. Identify why Irene, Teresa, Andrew and Dajarra have committed to the literacy and language work.

Team discussion questions

2. Share your experience of a time that professional learning led you to change your own practice.
   - how has the change impacted your teaching?
   - how has it benefited students?

Invested, visible leadership of literacy and EAL

As you watch the video:

3. Identify the different ways the principal engages others in the school's literacy vision
4. List the shifts in teacher practice and student learning that are happening in the school

Team discussion questions based on both videos

5. Reflect on how this case study relates to your context. For example,
   - what shifts in practice and learning are you seeing in your school?
   - what further opportunities are there to strengthen professional learning and practice in Literacy and EAL
6. Read the Physics example and discuss how a register continuum might be used in a topic you are teaching now.

Additional Department of Education and Training resources

Department of Education & Training (DET) Literacy Toolkit

Secondary resources to focus on disciplinary literacy (to be published in Semester 2, 2019

DET – Framework for Improving Student Outcomes – distributed and shared leadership
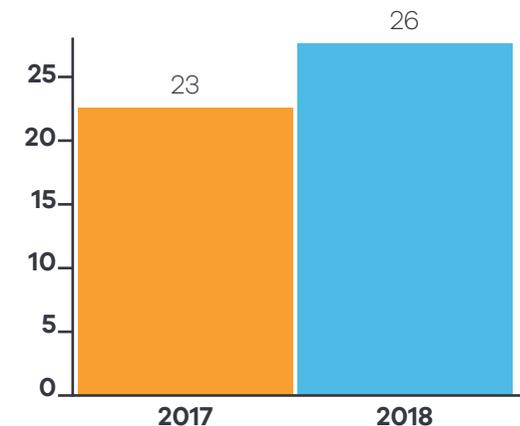
DET – Professional Learning Communities

DET – Literacy and Numeracy Strategy

DET – Resources for EAL Teachers

Evidence

All study median score, Hume Central Secondary College, 2017-18

Year	Median score
2017	23
2018	26

Teaching the language and literacy of Mathematics

Teaching the language and literacy of Mathematics

View video

Oral language in Mathematics, teaching sequence

View video

| FISO priority	FISO dimension	FISO continua component
Excellence in Teaching and Learning	Evidence- based high impact teaching strategies	The school implements consistent and sustained high-impact teaching strategies
		The school has high expectations for learning progress
	Evaluating impact on learning	Teachers evaluate and modify their teaching practice
	Building Practice Excellence	Professional Learning is focused on student outcomes

Teaching the language and literacy of Mathematics. The importance of oral language teaching sequence

Teaching sequence

1. As you watch both videos, take notes about:
   - the questions that Dajarra asks his students
   - the comments he makes about the importance of oral language

Team based questions

2. Reflect on Dajarra's use of the HITS

3. Where do you see the Mathematics proficiencies in Dajarra's practice?

4. What types of questions support students to build their reasoning and understanding?
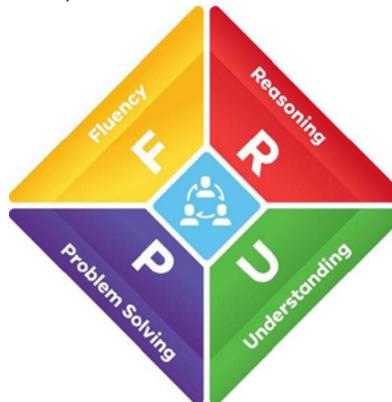
5. As you read this analysis of the teaching sequence, take notes about how Dajarra Supports the students to understand and use the language of Mathematics

6. What elements of Dajarra's practice might you trial?

Additional Department of Education and Training resources

Numeracy Portal

DET – Framework for Improving Student Outcomes –Evaluating Impact on Learning

DET – Professional Learning Communities
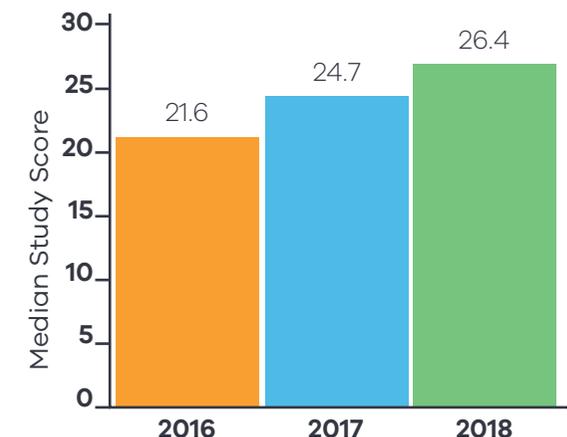

Engagement Activities

Engagement Activities

Evidence

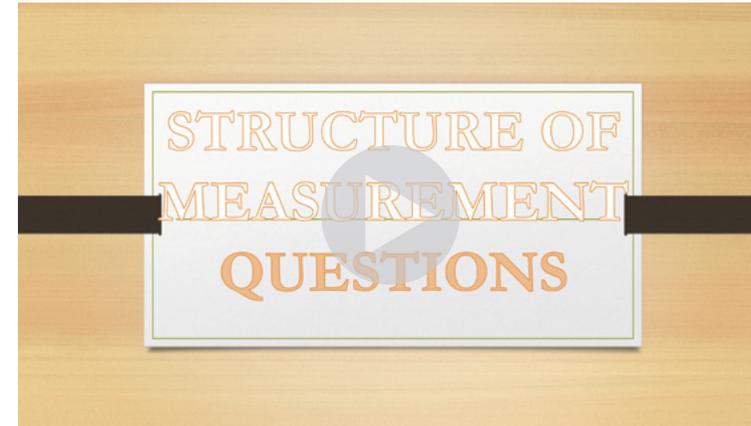VCE Further Mathematics Median Study Score, Hume Central Secondary College, 2016-2018

Teaching the language and literacy of Mathematics
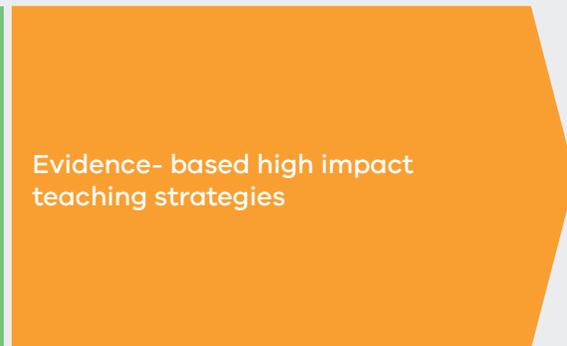
Breaking down questions in Mathematics
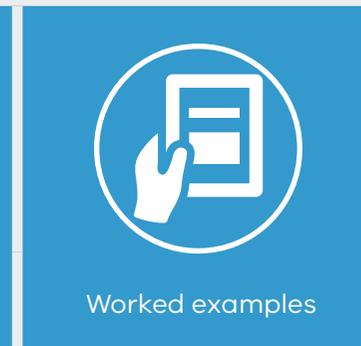

View video

Structure of Measurement Questions

STRUCTURE OF MEASUREMENT QUESTIONS

FISO priority	FISO dimension	High Impact Teaching Strategies		
Excellence in Teaching and Learning	Evidence- based high impact teaching strategies	Explicit Teaching	Worked examples	Multiple exposures

Breaking down questions in Mathematics

As you watch the video, take notes about:

- the colour coding steps Andrew uses with his students

Team discussion questions

- Reflect on Andrew's use of the Explicit Teaching, Worked Examples and Multiple Exposure HITS
- Where do you see the Mathematics proficiencies in Andrew's practice?
- As you read the resource that Andrew used for this lesson, list your questions and comments to share with your team.
- Discuss examples of where your students find it hard to understand and break down questions in Mathematics.
- What elements of Andrew's practice might you commit to trialing?

Additional Department of Education and Training resources

DET – High Impact Teaching Strategies

DET – Framework for Improving Student Outcomes Evidence-based high impact teaching strategies

DET – Supporting your role as a numeracy leader

Numeracy Portal

Engagement Activities

Engagement Activities

Evidence

NAPLAN Relative Growth, Year 9 Numeracy, 2017–2018

	2017	2018
High	12.8%	19.8%
Medium	48%	55%

■ Low ■ Medium ■ High

Vertical Professional Learning Community in Science. Teaching the language and literacy of Science

Vertical Professional Learning Community in Science

View video

Teaching the language and literacy of Science

View video

FISO priority	FISO dimension	FISO continua component
Excellence in Teaching and Learning	Building Practice Excellence	Professional learning is collaborative, involving reflection and feedback
		Professional learning is ongoing, supported and fully integrated into the culture of the school
		Professional learning is informed by the collection, analysis and evaluation of student data

Vertical Professional Learning Community in Science

As you watch both videos, take notes about:

- the structures and strategies the school employs to build consistency and coherence across the three campuses and within Year 7-12 Science

- The benefits the explicit teaching of the language of Science gives students

Team based questions:

- Discuss the costs and benefits of investing in a vertical PLT structure.

- What do you currently do, and what further could you do, to build consistency in teaching of language and literacy at learning area and whole school level?

- Read the common inquiry questions that Hume Central uses across all PLTs. Discuss the benefits that having a transparent set of questions provides for teacher teams. Do you think this this approach could assist PLTs at your school?

Engagement Activities

Engagement Activities

Additional Department of Education and Training resources

DET – Framework for Improving Student Outcomes –Building Practice Excellence

DET – Professional Learning Communities

Peer Observation

DET – Practice Principles Reflection Tools

DET – EAL Science language literacy pilot

Evidence

Positive endorsement of key factors, School Staff Survey 2018

	Formative assessment	Use of evidence	Peer observation	Shared responsibility
All secondary schools	75.8%	82.4%	78%	82.6%
Hume Central	56.1%	66.3%	48.3%	67.8%

■ Hume Central ■ All secondary schools