



Newsletter

April 2022



President's Message

Cindy Valdez-Adams

Welcome to 2022! Another rocky start to the year it seems. We hope that you have kept safe and dry from the wet weather and the floods. We are thinking of those communities who have been affected by the disastrous flooding and have held together during this time.

Our thoughts are also with our students, colleagues and families impacted by recent distressing events in Ukraine. With all this in mind, I do trust that you've all given yourselves a well-earned break during the school holidays. [READ MORE](#)

Meet our NSW ATESOL Councillors for 2022 [see gallery](#)



Unpacking some of the diversity of Aboriginal and Torres Strait Islander EAL/D learners in Australian schools

Denise Angelo (Australian National University) & **Susan Poetsch** (University of Sydney)

The authors provide a clear orientation to this complex and little understood area of TESOL teaching. Their introduction to three main types of Indigenous community language ecologies in Australia, illustrated by maps, helps to clarify the diversity among Aboriginal and Torres Strait Islander EAL/D learners, and the different implications for teaching language and other subjects/learning areas in the curriculum. [READ MORE](#)



Sydney Institute for Community Languages Education (SICLE) Yearbook 2020-2021

This report is an inspiring read about the thousands of volunteer teachers in NSW community languages schools, who have brought their professional experience and tertiary qualifications from overseas. Finally they are being enabled, through establishment of professional learning programs and accreditation pathways, to gain recognition for their professional contribution to Australian education outcomes and indeed the wider community. [READ MORE](#)

SICLE 2021 International Conference on Community/Heritage Languages Education
Missed it? Tune in ... **this is a must see!**

This conference was **AV recorded** with PDFs of presentations [LINKS TO CONFERENCE](#)



Advocacy report

Marina Pearce

Proposed 'reform' of the Adult Migrant English Program (AMEP)

ACTA has sent a letter to Immigration Minister Alex Hawke requesting an urgent meeting regarding the Federal Government's most recent proposals for the payment system (dependent on student results) for the AMEP.

ACTA is concerned that these proposals "*will be immensely damaging to the AMEP*" if implemented and that they run entirely counter to the Government's stated intentions to improve Program outcomes. [READ MORE](#)

NSW ATESOL Professional Learning Calendar 2022

[READ MORE](#)



[Professional Learning](#)

[Facebook](#)

[Meetings](#)

[Membership](#)

[Advocacy](#)



President's Message

Cindy Valdez-Adams

Welcome to 2022! Another rocky start to the year it seems. We hope that you have kept safe and dry from the wet weather and the floods. We are thinking of those communities who have been affected by the disastrous flooding and have held together during this time.

Our thoughts are also with our students, colleagues and families impacted by recent distressing events in Ukraine. With all this in mind, I do trust that you've all given yourselves a well-earned break during the school holidays.

Meet our NSW ATESOL Councillors for 2022 see [gallery](#)

Now that we're nearing the end of Term 1, I hope that you have had the time and space to adjust into the new norm. There's no doubt that you've all been working in a COVID-impacted environment as COVID continues to have an influence on operations across all schools and sectors. Many of us in the EAL/D specialist role in schools have been called upon to cover absences to ensure continuity of learning for our students in our schools. This would have had an impact on EAL/D programs including supporting our newly arrived students, who are beginning their English journeys in Australian schools this year. Most programs disrupted. Collapsed even. The hope is that we are all still able to implement effective EAL/D practices in any context we may be in. No matter which learners sit in front of us. After all, EAL/D pedagogy is great practice for all learners. My humble suggestion is to focus on what we can control within our learning spaces. We can do this by making sure we continue to work collaboratively with our trusted friends and colleagues.

ATESOL professional learning 2022: At ATESOL NSW, we continue to aim to provide support to colleagues through professional learning opportunities. COVID has also impacted on our mode of delivery and so we continue to do our professional learning viz Zoom. The positive has been that we now have a wider reach, that is rural, regional and across NSW. Throughout the year, we are running a series "**Celebratory Workshops and Presentations**" to coincide with *Harmony Day*, *World Refugee Day* and the *International Day of the World's Indigenous peoples*. Also, a series of presentations and workshops targeting teachers in the different sectors, primary, secondary and also adult. These parallel workshops for "Champion Teachers" will include invited presenters and champion teachers presenting and sharing effective EAL/D strategies with their colleagues. Occasionally, we may need to cancel or re-schedule professional learning from time to time due to lack of registrations during these trying times. We thank you for your patience always. If you need to reach out, please email us on the following: atesolnswinc@gmail.com or atesolnswpresident@gmail.com.

Currently, ATESOL NSW Inc is developing an *Impact Strategic Plan*. The Association has employed Gavin Youngman of Emerald Consulting, to collaboratively work with the team to help enact our vision. Through the initial process, we have collectively identified that, sitting at the heart of ATESOL is a drive and desire to have an increasing impact to deliver positive educational outcomes for EALD students. To deliver these levels of impact, it is necessary to increase awareness of and engagement with ATESOL not only with the 2000 EALD dedicated teachers in NSW, but with the broader teaching community. It is therefore essential to increase ATESOL's profile, develop advocacy for our purpose amongst teachers, and increase membership growth, engagement and retention. To ensure that we have heard from all stakeholders, we ask our members and colleagues to participate in upcoming surveys throughout the year. Please keep an eye out for an email coming your way.

We wish everyone a well-earned school break in April. Stay kind, safe and connected.

Cindy

NSW ATESOL Council 2022



Margaret Turnbull NSW ATESOL Vice president, Councillor

I have worked in the NSW Department of Education as a teacher, consultant, policy analyst and researcher. I worked briefly for ACARA. I'm currently working and studying at UOW. I have a keen interest in EAL/D pedagogy, assessment and curriculum. I'm currently researching Dialogic Teaching for EAL/D learners.

Melanie Davies Public Officer, Councillor

I currently have three roles. I'm an EAL/D teacher for the NSW DoE (temporary position) and I also work for Sydney Catholic Schools. My tutoring business is also keeping me busy. My professional focus is modelling the power of language for expressing ideas and understandings. I am also currently developing resources for teaching deep level reading skills to primary and secondary students.



Robyn Johnson Councillor,

I teach at Lavington East Public School, Riverina
My professional focus is Second language acquisition and L1 influence; Functional Grammar; Visual Literacy; EAL/D Pedagogy; Community Engagement; Oral Language Development.

Dr Kathy Rushton PL Organiser, Councillor

Current research projects include a study of multilingual pre-service teachers and the impact that teacher professional learning has on the development of a creative pedagogical stance which recognises and builds on students' linguistic repertoires.



Janet Freeman Councillor

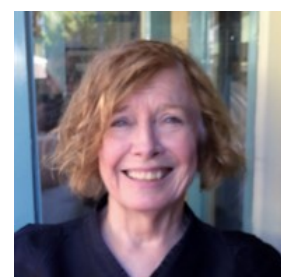
Ethnic Communities Council rep, Registrar, Minutes Secretary
I am currently EAL/D teacher at Lakemba PS and P/T tutor in TESOL at Macquarie University.

Marina Pearce Councillor

Editor NSW ATESOL Newsletter, **Advocacy** post-secondary sector & AMEP

I've taught at TAFE Northern Sydney Institute on English language programs for vocational, further study and community participation and Sydney University SICLE Oracy course for CLL teachers

My professional focus has been pronunciation and listening; second language acquisition and L1 influence; independent learning and self-assessment using AV; materials development.



NSW ATESOL Council 2022



Cindy Valdez-Adams NSW ATESOL President

I am passionate about belonging and inclusivity. I am currently one of 29 EAL/D Education Leaders for the Department of Education and have the privilege of collaborating with all teachers and leaders of EAL/D learners including those from refugee backgrounds. I'm interested in developing language through the arts and high impact professional learning such as action research. Know your 'why', and the 'how' and the 'what' shall follow.

Glenice Aiken Editor NSW ATESOL Newsletter, Councillor

I started work in high schools, then in NSW AMES, and I'm now at Sydney University. My work as a teacher includes research and development of methods and resources focused on oracy: pronunciation and listening; language development, stabilization and L1 influence; independent learning skills and self/peer assessment with AV recording.

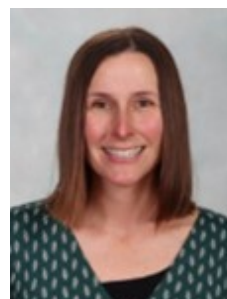


Caitlin Espinoza NSW ATESOL Secretary, Councillor

I am an EAL/D Education Leader with NSW DoE and a casual academic with the University of Wollongong. My focus is teacher knowledge of language, EAL/D pedagogy in mainstream classrooms and the role of EAL/D teachers as leaders.

Bess Wassman Council Member

I am a primary school teacher in regional NSW. I'm involved in supporting EAL/D students in the mainstream classroom and providing professional learning for teachers to support EAL/D learners.



Gill Pennington ACTA Councillor, Council member

I was a Multicultural/ EALD consultant and now work freelance as a teacher educator and TESOL researcher. I'm interested in the use of home languages in the classroom, and multilingual ecologies which support English language learning

Margaret Wajs,

NSW ATESOL Secondary teachers programs, Councillor.

I've been teaching HS EAL/D 7-12 for 16 years. Before that I worked for AMES, TAFE, DET Distance Education and ELICOS as Director of Studies. I am a firm believer in EAL/D teaching and support. My interest is in assessment and motivation in language pedagogy. I'm currently researching language learning anxiety and assessment.



Michael Michell ACTA Councillor, NSW ATESOL MEAG * rep, Councillor

I have worked in the NSW Department of Education as a teacher, consultant, curriculum writer, policy officer and researcher, and as a language and literacy lecturer at UNSW. I was President of ACTA from 2015-2020. I'm currently an honorary lecturer at UNSW.

* NSW Multicultural Education Advisory Group



Newsletter

April 2022

Professional Learning & Teaching Resources



Gill Pennington discovered valuable resources for teachers and their students at the **National Centre for Australian Children's Literature Inc (NCACL)** situated in the University of Canberra and also accessible on-line.

Centre resources: childrens' books, including culturally diverse Australian children's books, research support, lively debates about Australian Children's Literature available on social media and a newsletter which keeps readers informed of National Centre activities. [READ MORE](#)



National Portrait Gallery
Put yourself in the picture
Visual Arts (Stages 1,2,3,4)
20 April 2022 10:00 aM
<https://dartlearning.org.au/excursion/put-yourself-in-the-picture-visual-arts-4/>

Virtual excursions

DART Learning is an initiative of the New South Wales Department of Education, facilitated through the *Distance And Rural Technologies Team (DART)*. Their website explains, *DART Learning provides and co-ordinates interactive video excursions for NSW public schools, TAFEs and non-government schools. DART Learning interactive video excursions bring students and teachers, face to face with experts across the globe.* <https://dartlearning.org.au/>

Joanne Rossbridge Language and Literacy Consultant

Joint Construction: From model text to writing (persuasive texts)

When: April 18 – May 16, 2022 (Online)

This online course, through the Primary English Teaching Association Australia (PETAA), is designed to provide teachers with an understanding of how and why we can support students in the joint construction of persuasive texts. Discussion of text choices will focus particularly on audience consideration and the combining of ideas. **Oral language strategies** will be shared to show how to shift from oral to more written like language at the point of planning for joint construction.

https://www.petaa.edu.au/iCore/Events/Event_display.aspx?EventKey=JR180422&WebsiteKey=23011635-8260-4fec-aa27-927df5da6e68

Check out the resources at the [Foundation for Learning and Literacy](#)

*"The Foundation for Learning and Literacy supports the [Alice Springs \(Mparntwe\) Education Declaration](#). We are particularly concerned with the role literacy plays in ensuring our children become compassionate, confident, competent and creative citizens in an increasingly complex world. Literacy is about making meaning. It is a powerful, wide-ranging life skill that includes the traditional notions of **speaking, reading and writing** as well as new kinds of communication that continue to arrive with new technologies."*



Advocacy Report

Marina Pearce

NSW ATESOL MEAG Report

Michael Michell

NSW ATESOL is a member of the NSW Education Secretary's **Multicultural Education Advisory Group**, (MEAG) a forum for the Department of Education and Communities to consult with representatives of key stakeholder groups on significant matters relating to education and training in a culturally diverse society.

MEAG met in March 2022 and NSW ATESOL raised concerns about the following issues were being discussed at the meeting:

- **Auditor general's report released 2020** had major implications for EAL/D parents and had not been discussed –it will be addressed at the next meeting
- **Non accredited PL** is still an issue, and no one is addressing it. We had registered our concerns at the December MEAG meeting about NESA's de-accreditation of professional associations' PL.
- **Survey of EAL/D teachers – shortage of qualified EAL/D teachers**– currently EAL/D teachers are back-filling for teachers absent due to COVID. It was requested EAL/D teachers be included in the **NSW Teacher Supply Strategy**
- **Impact of COVID on EAL/D students, in particular stage 6.** NESA rejected NSW ATESOL request for extension of course eligibility criteria due to 'substantially disrupted education' from COVID.
Request for the minimum standards for EAL/D stage 6 report to be shared
- **Student Parent Experience Directorate** – NSW ATESOL is on the consultation list and the president will be contacted . A special interest group will be formed with actions to be decided
<https://education.nsw.gov.au/news/latest-news/new-team-to-bring-schools-and-parents-closer-together>

[NSW ATESOL suggested EAL/D staffing data analysis](#)



National EAL/D Roadmap

NSW ACTA rep, Michael Michell, has drafted and distributed a **National EAL/D Roadmap** to ascertain the state of EAL/D nationally. This will be the basis for governments to adopt as their roadmap for EAL/D post COVID.

On 22 March 2022, The Parliamentary ***Inquiry into Adult literacy and its importance*** released the report [Don't take it as read: Inquiry into adult literacy and its importance](#) which has incorporated several of the concerns in the ACTA submission re schools, the AMEP and Indigenous EAL/D.

W(h)ither the Adult Migrant English Program? Political posturing and real outcomes

Helen Moore, [Valbec - Fine Print](#) . The article sets out the options currently facing policy makers in determining the future of the AMEP.



ATESOL

NSW Inc

ASSOCIATION FOR TEACHING ENGLISH
TO SPEAKERS OF OTHER LANGUAGES

Newsletter

April 2022

2022 MAJOR CONFERENCES and resources



September 2022 (date to be confirmed)

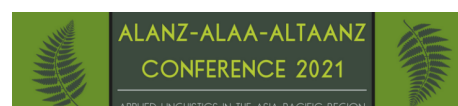
The future-oriented seventh biennial Conference presentations will focus on the theme, Pushing the Boundaries, and speakers will highlight innovations in the theory and practice of teaching English to speakers of other languages both in Australia and globally.

The call for papers is now open

(<https://actaconference.com/present/>).

With a wide range of presentations, such as oral presentations, workshops, poster presentations, table top and forums, TESOL practitioners are encouraged to submit a paper. Special Presenter rates apply. Please visit the [website](https://actaconference.com/) for further information: <https://actaconference.com/>

Sponsorship of one full conference registration (per paper) will be provided to members who have a paper accepted at the ACTA conference. See NSW ATESOL website for details



<https://alaa.net.au/Conference/ALAA-Conference>

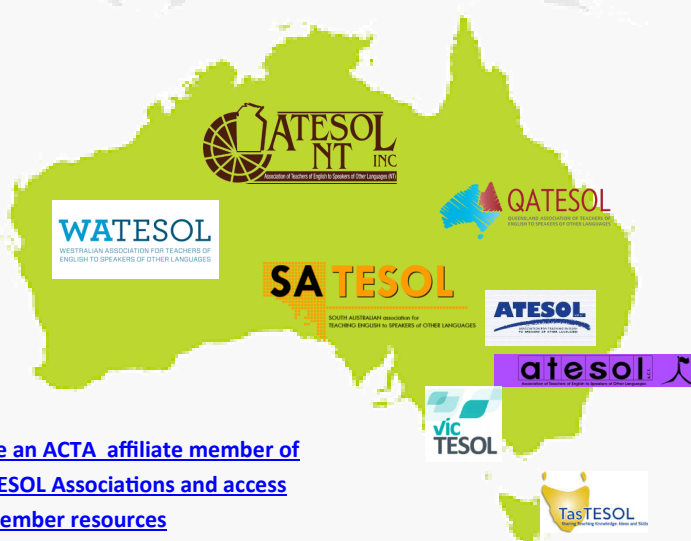
The Applied Linguistics Conference 2021

Postponed until 2022

Wellington City, New Zealand

New dates: 25-27 November, 2022

STATE TESOL ASSOCIATIONS



[Become an ACTA affiliate member of State TESOL Associations and access their member resources](#)

TESOL calendar of Events 2021



<https://www.tesol.org/attend-and-learn/calendar-of-events>



Immigration Museum and VicTESOL: Integrating culture and language for EAL learners

Professional Learning *Online Event* Thursday 19 May, 4-5pm

Explore Immigration Museum's digital resources and content that can expand learning experiences for EAL learners. Museum resources include migration stories, cultural stories, and objects, timelines and personal stories investigating a myriad of Australian identities. This professional learning program is designed for EAL and classroom teachers. Resources can be adapted to suit a variety of subjects, including Humanities, English, Civics and Citizenship. Presented by Immigration Museum Educators in collaboration with VicTESOL.

<https://victesol.vic.edu.au/index.php/event/immigration-museum-and-victesol-integrating-culture-and-language-for-eal-learners-2/>



ATESOL

NSW Inc

ASSOCIATION FOR TEACHING ENGLISH
TO SPEAKERS OF OTHER LANGUAGES

Newsletter

April 2022

MEDIA WATCH



Should new Australians have to pass an English test to become citizens?

On Australia Day each year, thousands of people become Australian citizens at [ceremonies](#) around the country. Prospective citizens have to meet a number of eligibility criteria, including passing a [citizenship test](#) to show they have a reasonable knowledge of Australia and basic English.

But there are persistent [suggestions](#) those applying to be citizens should also pass a separate formal English test to prove their language skills. [READ MORE](#)

Invisible language learners: what educators need to know about many First Nations children

[Carly Steele](#), Lecturer, Curtin University, [Dr. Graeme Gower](#), Associate professor, Curtin University, [Gillian Wigglesworth](#) Professor of Linguistics and Applied Linguistics, The University of Melbourne

To improve educational outcomes for Aboriginal and Torres Strait Islander children who do not speak Standard Australian English as their first language, their language backgrounds must be recognised and valued. [READ MORE](#)

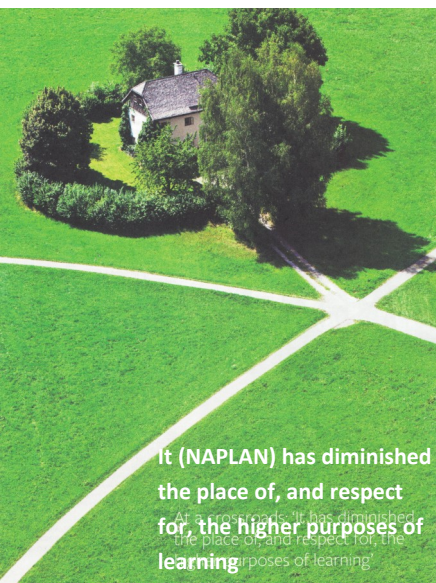


Still 'Waiting for Gonski' – a great book about the sorry tale of school funding

[Rachel Wilson](#), Associate Professor in Education, University of Sydney

You may think “not another article on school funding”. But this important story has to be told and the book, [Waiting For Gonski: how Australia failed its schools](#), should be read by every parent, economist and Australian committed to “the fair go”. [READ MORE](#)

New South Teachers Federation **Education Journal**



NAPLAN Time's up

Denis Fitzgerald

“When the state compels schools to undertake a testing program then the state has a profound obligation to protect the children involved and to ensure that youngsters' interests are uppermost at all stages of such a program.”

This article summarises the fraught history of NAPLAN and makes some recommendations for the future of the testing program.

Denis Fitzgerald is Chair of the NESA Board Curriculum Committee and has taught in a range of public schools across NSW as a classroom teacher and in a variety of promotions positions. Denis has also been the President of the NSW Teachers Federation, the Federal President of the Australian Education Union as well as a writer and speaker on educational and social issues. He was also the foundation Director of the Centre for Professional Learning and the editor of the Journal of Professional Learning. [READ MORE](#)



Gill Pennington

When I was down in Canberra last week I was lucky enough to visit the National Centre for Australian Children's literature, housed at the University of Canberra. According to the website, the Centre (a not-for-profit organisation) is *the premier national institution that collects, documents and promotes Australian children's literature and ensures this national heritage is publicly available and shared with future generations.*

It's an impressive collection comprising books, artwork, literary-ephemera and numerous author and illustrator research files. I saw books and illustrations by many of my favourite authors, and knew how excited students would be to see all the work that goes into producing a book. I was shown around by a friend and ex-colleague who is now one of the specialist volunteers who staff the Centre, and I also got to chat with the Director, Dr. Belle Alderman, Emeritus Professor of Children's Literature at the University of Canberra. She is full of enthusiasm for the future of the Centre, and mindful of the need to secure on-going funding – as a registered charity, they rely on sponsorship and charitable donations to continue their work. We spoke of exciting developments in the field of multilingual literature within Australia, and the growing numbers of publishers who now also produce bilingual texts. (I have included details about one recent initiative by Dirt Lane Press, see below).

The NCACL's mission is to collect, document and preserve Australian children's books and literature, aiming to *share the collection with all Australians through outreach activities. In order to reach national and international audiences, resources are available online. Research support is provided by NCACL's specialist volunteers and is also available to researchers worldwide. Such expertise enables the NCACL to offer a high level of service to all clients. The NCACL uses social media, Twitter, Facebook and YouTube to highlight collection and to engage in debate about the richness of Australian Children's Literature and Australian Children's Book Publishers. A newsletter is also produced which keeps readers informed of National Centre activities.*

And check out the **Cultural Diversity Database** if you are searching for culturally diverse Australian children's books to share with your students!

<https://www.ncacl.org.au/resources/databases/welcome-to-the-ncacl-cultural-diversity-database/>

This is an absolute treasure trove for teachers – and all lovers of books and literature. Definitely worth a visit if you're in the area! For more information about this valuable resource, visit the website:

<https://www.ncacl.org.au/>



Gill Pennington

Read on for information from the Dirt Lane Press website about a multilingual community project for Covid times, as recommended by Belle Alderman.

Dirt Lane Press Inc. is an Australian registered charity helping to make a better world by opening minds, connecting people through story, and creating quality children's books for those who need them most. We and our partners know that creative endeavours help establish a sense of identity, belonging and purpose in meaningful, community-building ways.

Ultimately, we know that identity, belonging and purpose underpin personal resilience and wellbeing, that personal resilience and wellbeing build cohesive communities, and that cohesive communities generate strong futures.

***Where Happiness Hides* is a gift to the children of the world during social isolation for the duration of the 2020 Covid-19 pandemic, translated into multiple languages.**

This is a story that invites you to find the mysterious places where happiness might be waiting for you. You won't have to look very far ... happiness is hiding right inside you. In this story you will see where two children find the keys to their happiness, in the small moments of their everyday life. We hope you will then be inspired to look for happiness in your own everyday!



This story is published in English and several other languages, some of which are shown below.

<https://www.dirtlanepress.com/where-happiness-hides>

It also features a YouTube narration of the story in English by [Greta Scacchi](#).



IGBO



KANNADA



NORWEGIAN



PERSIAN FARSI



POLISH



SAMOAN



TAMIL



WIRADYURI



Sydney Institute for Community Languages Education (SICLE) [Yearbook 2020-2021](#)

This report is an inspiring read about the thousands of volunteer teachers in NSW community languages schools who have brought their professional experience and tertiary qualifications from overseas. Finally they are being enabled, through establishment of professional learning programs and accreditation pathways, to gain recognition for their professional contribution to Australian education outcomes and indeed the wider community.

Glenice Aiken

Summary SICLE achievements 2020-2021

- 1,200 Community Languages teachers successfully completed 60-hour professional learning programs
 - Open access portal launched with over 1,500 resources in 13 languages **2022 update:** 2,000 resources for 19 languages
 - Two major research reports completed, forming the basis for SICLE initiatives
 - Support of shift to online teaching during COVID-19; 120 language workshops attended by 859 teachers
 - Production of 48 units of work and resources to support new and revised NSW Education Standards Authority (NESA) K-10 language syllabuses
 - English prototype of milestones completed for languages progressions and passport
 - Successful trial of Gen. 2 School Language Support Officers
 - 87 SLSOs placed in schools
 - Accreditation pathways developed for Community Languages schools teachers; agreements signed with Western Sydney University (WSU) and the Australian Catholic University (ACU), Strathfield
 - Careers Advisors program provided assistance for over 170 teachers
 - 75 Community Languages teachers provided with scholarships for NESA English language tests
 - Fifty-one teachers accredited through Community Language Teacher Test (CLTT) developed by SICLE in one of 13 languages; now eligible for permanent positions in NSW government schools.
 - Forty pre-service teachers and existing teachers accredited through Verification of Language Proficiency Test (VLPT) gain equivalence of undergraduate languages study
 - 180 Community Languages teachers provided with classes in advanced writing, speaking and tertiary preparation
 - SICLE selected as the University of Sydney representative for the NSW Waratah Research Impact Showcase.
2022 update: SICLE also selected by the NSW Government.
- 2022 updates:**
- 30 teachers graduating this year and starting full-time jobs
 - DoE approval for program to provide existing DoE teachers with languages as a third method.



SICLE 2021 International Conference on Community/Heritage Languages Education

The inaugural conference presented by *Sydney Institute of Community Languages Education (SICLE)* was held online via Zoom on 11-13th November 2021. With almost 80 presentations by experienced mainstream and community language teachers and internationally renowned scholars in the field of languages education, this is current, relevant professional learning for teachers and students.

Missed it? Tune in ... this is a must see !

This conference was **AV recorded** with PDFs of presentations.

The presentations and recordings of most sessions are now available on the conference website at <http://icchle.org/> Please see below for more details.

For zoom recordings of conference sessions:

Click on <http://icchle.org/2021-sicle-conference-event-program/>

Choose day and session from program

Click 'View recorded session'

For PDF copies of presentations:

Click on <http://icchle.org/presentations/>

For additional resources to support teaching of Community Languages:

Click on <http://icchle.org/networking-resources/>

Click on resource

NSW ATESOL Professional Learning Calendar 2022

A call out to Champion Teachers

Are you teaching adult, secondary or primary students? Are you always reflecting on your practice and trying new ways to engage them? Then you are you a **Champion Teacher**! If you are interested in sharing your work with colleagues through a 'Champion Teachers' presentation please contact us. We would also welcome any requests for professional learning that you and your colleagues may have, especially if you are in regional NSW. Please contact us through our website <https://www.atesolnsw.org.au/>.

Robyn Johnson (Albury); Caitlin Park (Wollongong); Bess Wassman (Armidale) & Kathy Rushton (Sydney)

Below are just some of the offerings for 2022 ... watch this space for more details, workshops and presentations.

\$20.00 for members of ATESOL NSW or ACTA affiliated

(Non-members \$30.00).

Term 2 Week 8 2022

Primary/ Secondary/ Adult	Wednesday 15 June 2022 4-5pm	Host: Robyn Johnson (Albury) Presenters: Marie Morrell, and Albury EAL/D Connect teachers	<i>Parent & Community engagement</i>
Secondary/ Adult	Thursday 2022 16 June 4 - 5pm	Host: Cindy Valdez- Adams Presenters: Bossley Park HS staff - Amy Melville	<i>Embedding targeted, intensive & explicit teaching of vocabulary in 7-12 curriculum</i>
Secondary/ Adult	Wednesday 22 June 2022 4 - 5pm	Presenters: Glenice Aiken and Marina Pearce	<i>Pronunciation and vocabulary - what students need to know for secondary and postsecondary study.</i>

Term 3 Week 5

Primary/ Secondary/ Adult	Wednesday 17 August 2022 4-5pm	Host: Caitlin Park (Wollongong) Presenter:	
Primary/ Secondary/ Adult	Thursday 18 August 2022 4 - 5pm	Host: Bess Wassman (Armidale) Presenter:	

Term 4 W5

Primary/ Secondary/ Adult	Wednesday 9 November 2022 4-5pm	Host: Presenter:	
Primary/ Secondary/ Adult	Thursday 10 November 2022 4 - 5pm	Host: Presenter:	

Presentations are online

NSW ATESOL Professional Learning Calendar 2022

Celebratory presentations and workshops

This year ATESOL NSW are again offering these celebratory workshops and presentations **\$20.00** for members of ATESOL NSW or ***of any other professional association, in any state in Australia.*** (Non-members \$30.00). There will be presentations and workshops in celebration of **Harmony Day, World Refugee Day** and the **International Day of the World's Indigenous peoples**

World Refugee Day 20 June 2022

Presentations for the Week of celebration (Term 2 W9 20 - 24 June)

Monday 20th June 2022 4.00-5.00

The power of talk.

The role of talk is critical for both learning and language development. The presenters apply these same principles as they explore the potential of talk for leading teacher learning.

Dr Gill Pennington is a past president of ATESOL NSW and has worked as a primary EAL/D teacher and consultant. Her current research interests include the use of home languages in the classroom, and multilingual ecologies which support

Tuesday 21st June 4.00-5.00 2022 Designing learning for Vocabulary Development

Designing targeted, explicit and intensive learning strategies to develop vocabulary knowledge to support and improve EAL/D students' oral, reading and writing outcomes in pre-school to Year 12.

Cindy Valdez-Adams is the president of ATESOL NSW, and currently an EAL/D Education Leader for the Department of Education, Metro South and West Directorate. She values inclusivity and believes that every learner has the right to access the full curriculum in a safe, secure and quality learning environment.

Wednesday 22nd June 4.00-5.00 2022

Talking with Intent - Scaffolding academic language with EAL/D learners

Planning scaffolding for marginalised students with a particular focus on refugee students.

Dr Helen Harper is a senior lecturer at the University of New England. She has worked as a lecturer and mentor in literacy education as a linguist in remote Indigenous communities and as a teacher of English as an additional language. Most recently she has collaborated with primary and secondary teachers in disadvantaged urban and remote schools to apply principles of scaffolding language and literacy across the curriculum

International Day of the World's Indigenous peoples 9 August

Presentations for the Week of celebration (Term 3 W4 8-12 August)

Thursday 11th August 4.00-5.00 pm 2022

'Belonging' and 'connectedness' in Kakadu

Strengthening students' sense of belonging and connectedness to each other through the use, and production of identity texts

Natasha Koroi is a Primary AP, Classroom teacher 1 / 2 and she is passionately dedicated to strengthening students' sense of belonging. She has done this in schools in Sydney, the far west of N.S.W. and in the Northern Territory.

***All presentations are online**

The authors provide a clear orientation to this complex and little understood area of TESOL teaching. Their introduction to three main types of Indigenous community language ecologies in Australia, illustrated by maps, helps to clarify the diversity among Aboriginal and Torres Strait Islander EAL/D learners, and the different implications for teaching language and other subjects/learning areas in the curriculum.

Glence Aiken

Unpacking some of the diversity of Aboriginal and Torres Strait Islander EAL/D learners in Australian schools

Denise Angelo (Australian National University) &
Susan Poetsch (University of Sydney)

Introduction: TESOL teachers and Aboriginal students



I'm a TESOL teacher working at a private school. Our school has a scholarship program for Indigenous students. Although this group is very small in number, the students come from many different places in Australia and seem to have a variety of language backgrounds. Some struggle with all of the macro-skills in English; others have strong oral/aural skills but need assistance with general literacy skills and academic English for different school subjects; others are clearly speakers of Standard Australian English (SAE).

I'm a TESOL teacher working at a public school in Sydney. There are several Aboriginal families in our school community who have been living here for many, many decades. These students are a small minority in our school. They were born in Sydney and have lived here all their lives but their families have connections to a variety of communities in different parts of regional NSW. As somebody who supports other groups of culturally and linguistically diverse students, I would like to be a potential ally for Aboriginal students and staff too.

I've been a TESOL teacher in a metropolitan location for many years. I'd like a bit of a career change, maybe even a sea/tree change. I've always been interested in Aboriginal and Torres Strait Islander cultures and communities.

Cont.

Unpacking some of the diversity of Aboriginal and Torres Strait Islander EAL/D learners in Australian schools cont.

I'd like to make a contribution to Aboriginal and Torres Strait Islander education. Perhaps there is somewhere my TESOL skills might be especially helpful.

I'm familiar with the term "Aboriginal English". I understand that Aboriginal Englishes vary on a continuum from heavy through to light. I also appreciate that Aboriginal Englishes are important to Aboriginal students' identity and sense of belonging. But I have wondered how distant my Aboriginal students' Aboriginal English is from SAE? How much will I need to draw on my TESOL skills?

I'm a university lecturer, teaching TESOL skills to pre-service teachers. My students take up positions in schools in NSW and many go to work in other states/territories too. In either case, I'd like them to understand the diversity of Aboriginal and Torres Strait Islander students in their classes in their future teaching careers.

In this article we introduce three main types of Indigenous community language ecologies in Australia, to illustrate some of the diversity among Aboriginal and Torres Strait Islander EAL/D learners of all ages. We show how each ecology has different implications for language teaching and teaching other subjects/learning areas in the curriculum.

Diversity

Aboriginal and Torres Strait Islander EAL/D learners are a highly diverse group. They not only have different Indigenous language and culture backgrounds but also different levels of English language proficiency and different language learning opportunities.

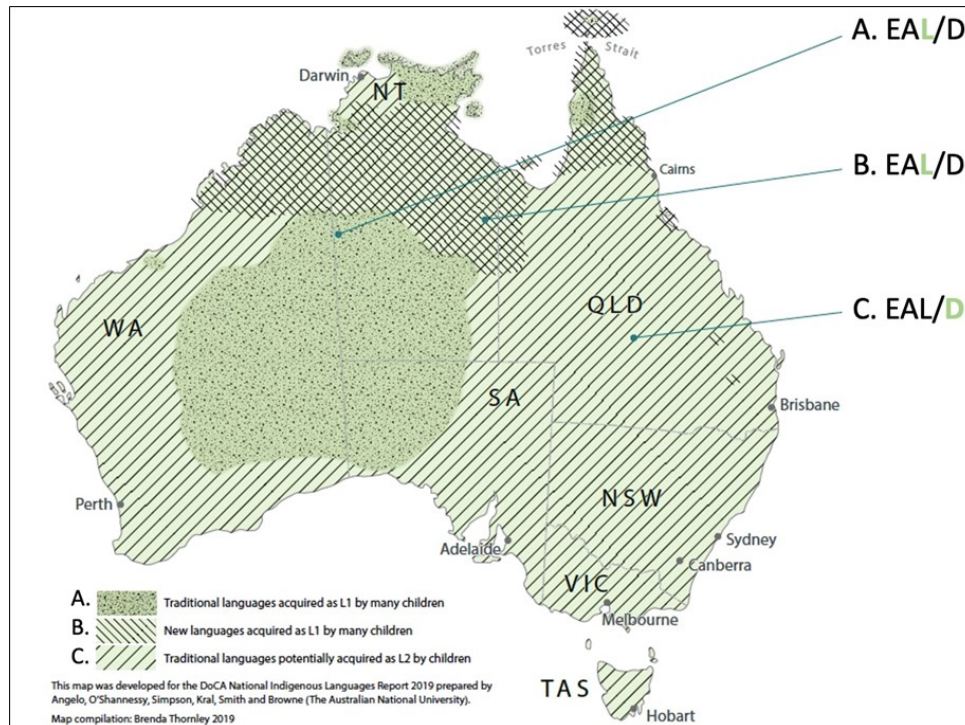
Yet this diversity is often unclear in policies, curriculum and advice to teachers (McIntosh, O'Hanlon, & Angelo, 2012). Whenever this diversity is not made explicit, needs-based support relies on TESOL teachers' and general classroom teachers' ability to identify whether or not the students are in fact EAL/D learners, and to design programs that respond to the languages through which they are learning curriculum content. As a cohort, Aboriginal and Torres Strait Islander learners have historically not been included in specialist TESOL services and so their EAL/D learning needs are liable to be overlooked or misunderstood (Angelo & Hudson, 2020).

Generally, Aboriginal and Torres Strait Islander communities can be characterised by three main language ecologies. A language ecology is the combination of languages that are heard and used in any given community. This map shows broadly where the ecologies summarised in this article are located. The map also shows the relationships between Indigenous languages and English in each ecology. Language contact and shift processes still underway mean that the Aboriginal and Torres Strait Islander language landscape can look different across age groups, so the map focusses on the picture for children.

Cont.

Unpacking some of the diversity of Aboriginal and Torres Strait Islander EAL/D learners in Australian schools

cont.



Language ecologies overview map. Adapted from Angelo, O'Shannessy, et al. (2019, p. 16)

Language ecology A

In ecology type A, a traditional Indigenous language (sometimes more than one) is the main language of daily communication for community members in all generations. As a consequence of invasion, colonisation and waves of detrimental legislation and policies, only 11-12 traditional languages are currently being acquired by children as their L1 and main language (Angelo, O'Shannessy, et al., 2019; Australian Government Office for the Arts, 2020).

In these communities, English is best described as a *foreign* language, though such EFL contexts are not obvious in the acronym EAL/D (Hudson & Angelo, 2014). Children have few/no English-speaking classmates and limited interactions in SAE outside of school. Non-Indigenous classroom teachers are the main SAE model, but most do not have substantial TESOL training or support. In best case scenarios, assistant teachers from the local community who speak the same Indigenous language/s as the children, and who themselves are L2 English speakers (with a range of English proficiency), are employed to assist students by interpreting and translating in classrooms. Outside of their lived experiences, they too generally have little or no training in this language support role. (Poetsch, 2020).

For decades, families have consistently advocated for "two way" or "both ways" dual language education for their children. That is, schooling that incorporates the sophisticated knowledge systems embedded in their home language and culture and affirms their unique identity, alongside schooling that gives them benefits associated with SAE competence and familiarity with non-Indigenous knowledge systems.

Cont.

Unpacking some of the diversity of Aboriginal and Torres Strait Islander EAL/D learners in Australian schools cont.

Ideally, children would learn school subjects such as Maths, Science, History and Geography through L1 delivery and/or through TESOL-informed approaches with supportive interpreting/translating in their L1 during each lesson. In reality however, only a handful of schools in ecology A are formally funded to deliver a well-planned bilingual program. More commonly, the local traditional language may be taught as a stand-alone subject in weekly lessons and periodic bush trips, led by community experts to support language maintenance. Children are otherwise typically taught with mainstream curriculum documents and measures. Their considerable EAL/D needs are met to greater or lesser extents depending on the skills of each classroom teacher.

Language ecology B

In ecology B, a new Indigenous language is community members' main language of daily communication. New Indigenous languages include the various creoles and mixed languages which have developed since colonisation. Policy makers, curriculum developers and the wider non-Indigenous Australian public are becoming increasingly aware of the rich knowledge held in traditional Indigenous languages and cultures. However, they are yet to gain as much awareness and appreciation of the rich and deep cultural strengths and communicative reach of the new Indigenous languages that are commonly spoken right across northern Australia.

The new languages have emerged out of a variety of historical and contemporary language contact situations, such as missions and reserves, pastoral or maritime industries, with other Aboriginal and Torres Strait Islander people of different traditional language backgrounds and English speakers. Settings like these disrupt ongoing use of traditional languages. In the northern half of Australia, many new Indigenous contact languages have developed. These new languages draw on elements derived from traditional languages, Englishes and other contact languages.

The two Indigenous languages with the largest speakership in Australia today are new languages. Kriol is the creole language spoken in the NT and WA, and Yumplatok (also known as Torres Strait Creole) is the creole spoken in the Torres Strait and by diaspora populations. Like any language spoken across a wide area, these large new languages are spoken a little differently from place to place (i.e. in dialects). Because they are "new", new languages are at various stages of recognition and acceptance. Some are named and have a degree of community and official acceptance; some are only beginning to be recognised. New Indigenous languages may be mistakenly considered as 'simple' or 'broken' English or as poor versions of a traditional language, rather than as sophisticated languages in their own right, distinct from any of their original "source languages". (Angelo, Fraser, & Yeatman, 2019; Sellwood & Angelo, 2013).

In ecology B, community members' L1 differs from the traditional language(s) they identify with. That is, their language of daily communication is a new Indigenous language while their heritage language is a traditional Indigenous language. Since new Indigenous languages have the highest numbers of speakers of any Indigenous language, so too speakers of new Indigenous languages also represent the highest number of Indigenous EAL/D learners in Australia. Like language ecology A, students in communities where contact languages are spoken as the everyday language are learning English like a foreign language, as they do not interact in SAE with family or friends.

Cont.

Unpacking some of the diversity of Aboriginal and Torres Strait Islander EAL/D learners in Australian schools cont.

Teaching in ecology B needs to be “three ways strong” (Angelo & Carter, 2015), focussing on opportunities for students’ L1, as well as English and their heritage language. That is, policy and classrooms need to recognise that the students’ L1 is a different language, not, say, a dialect of English; they need to support learning of curriculum content through appropriate language approaches, through L1 delivery and/or TESOL-informed pedagogy along with L1 support; and provide opportunities for them to learn their traditional Indigenous language. As the traditional language is likely to be spoken only by a few elderly people (due to the shift by the community to speaking the new language), a revitalisation program is needed for younger adults, youth and children to learn their heritage language like an L2. Sometimes, the local traditional language needs to re-awakened/revived (see below). As with language ecology A above, children in this ecology experience main-stream curriculum and achievement measures, with EAL/D support being met by their classroom teachers.

Language ecology C

In language ecology C, the main language heard and used daily in the community, is an English. Adult community members may have the facility to switch between SAE and a local variety of Indigenised English, depending on who they’re talking with and for what purpose. Sometimes this sophisticated use of multiple dialects leads incoming professionals to believe, mistakenly, that only SAE is spoken amongst Aboriginal and Torres Strait Islander community members.

Varieties of Indigenised Englishes, such as Aboriginal Englishes, are spoken slightly differently from place to place, so that speakers can often tell where people come from by their speech. Like the new Indigenous languages, Indigenised Englishes may be under-recognised and under-valued. They are a powerful vehicle for expressing Aboriginal and Torres Strait Islander identities and they represent cultural continuity and resilience. Indigenised Englishes may erroneously be considered a “poor” version of English. In this case, children may not be accepted for speaking their own variety (perhaps even corrected), and their potential status as learners of English as an additional dialect may not be considered.

Students who are speakers of Indigenised Englishes and their teachers benefit from language awareness initiatives which show these varieties to be proper rule-governed language varieties which serve their speech community’s cultural and social practices and their intra-community communication needs. Indigenised Englishes vary along a continuum from “light” (i.e. close to SAE) to “heavy”. Students who speak a “heavier” variety are likely to need some EAL/D-informed support. This EAL/D support needs to recognise that learning an additional dialect has particular affordances to learners such as much vocabulary and grammatical structures in common with the target as well as barriers such as the need to disentangle the many, many “false friends” (same form – different meaning, function and/or cultural use).

If community members in ecology C have funding and support, they can work towards re-awakening/reviving their languages. This work requires researching archival records and any elements of the language that may still be remembered by community members, even though the languages of eastern and southern Australia have suffered the earliest and longest effects of invasion and colonisation.

Unpacking some of the diversity of Aboriginal and Torres Strait Islander EAL/D learners in Australian schools cont.

The First Languages Australia “Gambay” map (gambay.com.au/) is full of short video clips of Aboriginal and Torres Strait Islander people talking about their motivations and efforts to revive or revitalise their traditional languages. The majority of the video clips are from ecology C, as this reflects the situation of the majority of traditional languages in Australia.



Gambay map (gambay.com.au/) screen shot

As policies have become more supportive of language revival, though only in recent decades, there has been a noticeable increase in learning and teaching traditional languages as L2s in school, TAFE and community-based initiatives. Often non-Indigenous learners and supporters are included in and supportive of these programs.

Summary of educational implications

This table summarises the language program types that best respond to the types of languages that Aboriginal and Torres Strait Islander students bring to school and the ones they have the right to learn. TESOL skills are most needed in ecologies A and B. Traditional language research and revival skills are most needed in ecologies B and C.

Ecology	Main language spoken in the community	Additional language/s	Ideal school language program types
A	Traditional Language (TL)	English Dialect	TL: L1 maintenance and/or L1-medium ENG: EAL/D, often EFL
B	New Language (NL)	Traditional Language English Dialect	NL: L1-medium TL: revitalisation or revival ENG: EAL/D
C	English Dialect (ENG)	Traditional Language	TL: re-awakening/revival ENG: EAL/D

Table adapted from (Angelo & Poetsch, 2019)

Unpacking some of the diversity of Aboriginal and Torres Strait Islander EAL/D learners in Australian schools cont.

Even more diversity

This article offers just a broad-brush description of how traditional languages, new languages and Englishes are configured in three main types of Aboriginal and Torres Strait Islander language ecologies. It serves as an entry point for TESOL and classroom educators to get a handle on the language responses required in Aboriginal and Torres Strait Islander people's diverse language situations. The framework of the three language ecologies also needs to be understood in the light of individual students' linguistic and life experiences.

It is not uncommon for Aboriginal and Torres Strait Islander people to live "off Country". This may be due to historical reasons of forced movement, sometimes vast distances away their traditional lands to missions and reserves. It may also be due to contemporary family decisions, for example for educational or employment opportunities.

So a student (or their parents) who was born in a community in ecology A or B may be living in a city/town located in an ecology C region. Similarly, a student born in a community in ecology C may move with their family members temporarily or permanently, to a more remote location where the language ecology is different from the one they grew up in.

Want to know more?

Interested TESOL teachers could look at initiatives designed to meet Aboriginal and Torres Strait Islander EAL/D learners' particular situations (Angelo & Hudson, 2020). The links below provide further information that clarify teacher and learner needs and experiences in the different ecologies.

The *Language Ecologies Explained* webpage <http://www.dynamicsoflanguage.edu.au/2020nilr-forum/language-ecologies-explained/>

The *Capability Framework (for) Teaching Aboriginal and Torres Strait Islander EAL/D learners* <https://education.qld.gov.au/student/Documents/capability-framework-teaching-aboriginal-torres-strait-islander-eald-learners.pdf/>

The *Teaching Aboriginal and Torres Strait Islander EAL/D Students Hub* provides a set of introductory online modules for teacher professional learning <https://master.ealdhub.edu.au/>

The 'Next Steps' section of the 2020 *National Indigenous Languages Report* <https://aiatsis.gov.au/third-national-indigenous-languages-survey-online/next-steps>

References

- Angelo, D., & Carter, N. (2015). Schooling within shifting langscapes: Educational responses in complex Indigenous language contact ecologies. In Y. Yiakoumetti (Ed.), *Multilingualism and language in education. Sociolinguistic and pedagogical perspectives from Commonwealth countries* (pp. 119-140). Cambridge, UK: Cambridge University Press.
- Angelo, D., Fraser, H., & Yeatman, B. (2019). The art of recognition. Visualising contact languages with community vernacular language posters. *Babel, Journal of the Australian Federation of Modern Languages Teachers Associations*, 54(1&2), 34-40 <https://afmlta.asn.au/babel/>.
- Angelo, D., & Hudson, C. (2020). From the periphery to the centre: Securing the place at the heart of the TESOL field for First Nations learners of English as an Additional Language/Dialect. *TESOL in Context*, 29(1), 5-35.
- Angelo, D., O'Shannessy, C., Simpson, J., Kral, I., Smith, H., & Browne, E. (2019). *Well-being and Indigenous language ecologies (WILE): A strengths-based approach. Literature Review. National Indigenous Languages Report, Pillar 2. Prepared for the Australian Government Department of Communications and the Arts*. Canberra, ACT: Australian National University, Australia Research Council Centre of Excellence for the Dynamics of Language.
- Angelo, D., & Poetsch, S. (2019). From the ground up: How Aboriginal languages teachers design school-based programs in their local language ecology, with Carmel Ryan, Marmingee Hand, Nathan Schrieber and Michael Jarrett. *Babel, Journal of the Australian Federation of Modern Languages Teachers Associations*, 54(1&2), 11-20 <https://afmlta.asn.au/babel/>.
- Cont.

Unpacking some of the diversity of Aboriginal and Torres Strait Islander EAL/D learners in Australian schools

References cont.

- Australian Government Office for the Arts. (2020). *National Indigenous Languages Report*. Canberra ACT: Department of Infrastructure, Transport, Regional Development and Communications, Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), Australian National University (ANU).
- Hudson, C., & Angelo, D. (2014). Concepts underpinning innovations to second language proficiency scales inclusive of Aboriginal and Torres Strait Islander learners: A dynamic process in progress. *Papers in Language Testing and Assessment*, 3(1), 44-85.
- McIntosh, S., O'Hanlon, R., & Angelo, D. (2012). The (In)visibility of "language" within Australian educational documentation: Differentiating language from literacy and exploring particular ramifications for a group of "hidden" ESL/D Learners. In C.
- Gitsaki & R. B. Baldauf (Eds.), *Future directions in applied linguistics: local and global perspectives* (pp. 447 - 468). Newcastle upon Tyne, UK: Cambridge Scholars.
- Poetsch, S. (2020). Unrecognised language teaching: Teaching Australian Curriculum content in remote Aboriginal community schools. *TESOL in Context*, 29(1), 37-58.
- Sellwood, J., & Angelo, D. (2013). Everywhere and nowhere: Invisibility of Aboriginal and Torres Strait Islander contact languages in education and Indigenous language contexts. *Australian Review of Applied Linguistics*, 36(3), 250-266.

NAPLAN Time's up

Denis Fitzgerald

Here we are, teachers and school communities, seeking to emerge from perhaps the roughest two years in educational history and we are still stuck with the politicians' plaything, the NAPLAN season.

Teachers will recall that matters have been somewhat turbulent in NAPLAN's recent past. In 2019, the testing was beset with national technical errors that rendered the comparative results invalid and subjected the tests to national derision. In 2020, we had no NAPLAN whatsoever and there was no evidence of schools pining for the tests and nothing to suggest that teachers were unable to validly assess students in their absence.

In 2021, amid the lockdowns and remote learning and manifest social inequities, the organisation responsible for running the testing program nationally, ACARA, declared in a media release that the 2021 results showed that there were, "No major impacts on learning from COVID-19 evident". This of course would place Australia in a unique position in the Western world at least.

Nothing to see here.

Perhaps we could try a more objective assessment of where a long decade of NAPLAN has taken us.

The National Assessment Program, as it stands, has failed by the standards it has set itself. It has not contributed to an increase in educational outcomes.

It has heaped public scorn on disadvantaged students and communities, which are placed in the modern-day stocks through the invasive My School website. It rewards a narrow band of often lower-order intellectual capacities. It has narrowed the taught curriculum. It has corresponded to a seemingly inexorable decline in Australia's performance in major international assessments.

The National Assessment Program has also generated bogus comparisons between children being tested in different modes and with differing levels of keyboarding proficiency. It has certainly contributed to unwarranted stress in many children. It has invaded the privacy of children and school communities. It has diminished the place of, and respect for, the higher purposes of learning.

Further, the National Assessment Program has reduced children and schools to mere data sets for the gaze of ignorant media commentators who bring all the intellectual acumen and rigour of anti-vaxxers. It takes teachers and students away from their regular teaching and learning programs for significant periods of time.

Yet none of this is to contend that there should be no national assessment program. Teachers do not eschew assessment. Indeed, we are doing it all the time. From the time a child enters the school gate, teachers are considering a student's intellectual, social and welfare needs. In the classroom, we track and assess closely how a child is performing and developing. Constantly.

The deeper problems with behemoths such as the National Assessment Program are the purposes to which these assessments are put. This, of course, includes

My School, the prurient website that allows anyone to know about how children, as young as eight years old, have performed in their government-mandated testing. Additionally, a web voyeur can intrude on any school community as My School headlines a school's level of socio-economic disadvantage, its rate of Indigenous enrolment, level of cultural and linguistic diversity and even how much money it has.

One could scarcely design a more efficient tool for social division, increased segregation and snobbery.

NAPLAN Time's up cont.

A BETTER FUTURE

Yet there is a way forward that would reshape the National Assessment Program to make it a truly student-centred adjunct to teaching and learning. Such a National Assessment Program, pairing the needs of policy makers and parents, would include:

regular national, inclusive sample tests to determine progress and trends in education. This can constitute, as exists successfully in other countries, the Nation's Report Card

required in-class assessments aligned to the Australian Curriculum. This on-call testing would be on focus areas determined by the respective schools and teachers, and based on the specific program of teaching delivered in their classrooms. Schools would be able to call on a national bank of assessment items for these tests, aligned to the Australian Curriculum, and each school would determine the timing and content of these assessments. Schools would also be best placed to decide upon the assessment mode of these tests: online, pen and paper, written, oral or visual. Marking can be conducted at the school level using externally referenced marking criteria. The results of these tests would constitute an assessment of how individual children are progressing in elements of the learning program in their particular classroom.

When the state compels schools to undertake a testing program then the state has a profound obligation to protect the children involved and to ensure that youngsters' interests are uppermost at all stages of such a program.

Denis Fitzgerald is a member of the Board of NESA and chairs its Curriculum Committee. He is a former President of Federation and author of **Crossroads: A Green Paper on Assessment Policy**

PROTOCOLS OF REPORTING

Alongside the paired approach to assessment mentioned, a new understanding of the purposes of reporting needs to be developed. This would include the following principles:

Parents have an absolute right to know how their child is progressing

Parents have an absolute right to know how their child can be supported

Parents have an on-request right to see all details of their child's assessments

Parents do not have a right to see the results of other children's or other schools' assessment results

The public has a right to know that educators and policymakers are collecting and acting upon the results of high-quality assessment programs

Children have the right to have their private academic performance protected from public gaze along with the other rights to privacy we all share as citizens



Proposed funding model for the Adult Migrant English Program

Letter from the Australian Council of TESOL Associations (ACTA) to Immigration Minister Alex Hawke

16th December, 2021.

The Hon Alex Hawke
Minister for Immigration, Citizenship, Migrant Services and Multicultural Affairs
House of Representatives
Parliament House Canberra
ACT 2600

Dear Minister,

Re: Adult Migrant English Program – Proposed AMEP Funding Model

On behalf of the Australian Council of TESOL Teachers (ACTA), we write to request an urgent meeting to discuss the recently released *AMEP Consultation and Funding Model Comparison Report*.

We believe such a meeting is warranted because, if implemented, two centrepiece proposals in this paper will be immensely damaging to the AMEP, viz.:

1. provider payments (nominated at 20%) contingent on students' successful completion of "units of competency"
2. an exponentially increased administrative burden, and costly compliance auditing, for teachers, providers and the Department in monitoring, reporting and verifying attendance, "milestones", "loadings" and "nominal hours", and claiming payments for them.

We have no faith that the proposed new data management system can be created and trialled in the time available, or that it will be efficient and effective in accommodating this burden.

These two crucial proposals follow from more than three years of intense scrutiny of the AMEP.

Key reports include those by the Joint Standing Committee on Migration (December, 2017), the Scanlon Foundation (June, 2019), Professor Peter Shergold (November, 2019), the Settlement Council of Australia (February, 2020), the Centre for Policy Development (August, 2020), and a commissioned review of the AMEP by Social Compass (August 2019).

We are not aware of **any** proposal in these reports – by even the most vehement critic of the AMEP – to tie provider payments to student assessment outcomes.

Rather, almost every report on the AMEP criticizes the Program – and especially the 2019 contract – for the excessive emphasis on student assessment, compliance and administrative red-tape, because these have deflected teachers from teaching to meet their students' settlement, training/educational and employment needs and aspirations. The above proposals will multiply these problems.¹

cont.

¹ The proposed "hybrid" model creates a greater administrative nightmare than is currently in place (which is difficult to imagine!), because it interlocks and complexifies the worst of previous reporting requirements on assessment and attendance. Payments for "pre-certificate" students (payments for every 10 hours tuition) must be differentiated from those for other students (payments based on completing a competency unit's nominal hours, which are not the same as attendance hours).

2022 update

In response to the letter below, ACTA President Margaret Corrigan and Vice President Helen Moore met on-line with one of Minister Hawke's advisors. They reported the meeting was positive and the advisor agreed to pass on the concerns.

cont.

Since the 2019 contract was proposed, ACTA has freely provided disinterested quality advice to Parliamentary and Government authorities on the extreme difficulties it created for providers and teachers in delivering effective English language teaching (August, 2016; May, 2017; October, 2017; May, 2018; March-April 2019; two in May 2019; November 2019; December, 2019; June, 2020; July, 2020; September, 2021; three in August 2021). We also hosted two national on-line forums with the Co-ordinator General for Migrant Services, Ms Alison Larkins (November, 2020 and March 2021). We ran face-to-face forums for AMEP teachers in Sydney, Brisbane and Melbourne to support the 2019 Social Compass AMEP Review, and five on-line forums on the May 2021 Discussion Paper *Reform of the Adult Migrant English Program* (run separately so as to promote discussion by AMEP teachers in Perth, the ACT, Victoria, NSW and Qld, and South Australia). Our representatives also met twice with advisors to your predecessor, Minister Coleman, once with Ms Larkins and several times with the Home Affairs AMEP team. One of the signatories to this letter was a member of the AMEP Advisory Committee and wrote four detailed responses to requests for input. Our submissions, written reports, letters and meetings have drawn on in-depth and unique knowledge of the AMEP, its students and teachers, and provided authorities with quality information and insights that were otherwise inaccessible. **Not one** of these interactions has advised (or implied) anything like what is now proposed. Now described, these proposals are universally condemned.

The Department of Home Affairs AMEP Vision Statement at the end of 2019 included the following commitments:

High quality

- *AMEP is the best program of its kind in the world.*
- *Design and delivery are supported by evidence-based policy on teaching and adult learning, English as an additional language, digital literacy, numeracy and settlement.*
- *The program is underpinned by a strong quality assurance and performance framework.*
- *Outcome data is used for continuous improvement.*

Measuring success

Students and teachers have a shared understanding of the outcomes they will achieve. They set a goal on commencement, work towards it, and measure and celebrate achievement.

ACTA has had faith in these statements and we have similarly encouraged AMEP teachers. In contributing to ACTA submissions, AMEP teachers' hopes were raised that the deep crisis created by the 2019 contracts would be reversed. The title of the second ACTA forum with Ms Larkins in 2021 was "*Listening to AMEP Teachers*". Both forums were marked by goodwill and hope.

The above proposals destroy this hope and run counter to every commitment in the 2019 AMEP Vision Statement. They insult teachers' goodwill and integrity.

ACTA is acutely aware of the criticisms of the AMEP by your immediate predecessor in the Immigration portfolio. His criticisms rested on the legitimate question of what taxpayers can expect from the AMEP for the resources expended. In his speech to the Menzies Centre in February 2020, the Minister stated: "*we are ... changing how we measure progress in the AMEP and we will be monitoring outcomes more closely. I want providers to improve their performance and I want participants to commit to doing the work.*"

cont.

Providers/teachers must also monitor and report on actual attendance. None of these payments incentivise student attendance but they do incentivise providers to continue running large classes to ensure as many payments as possible for each teacher they employ. Large classes with very different English levels are a major source of student complaints and reasons given for withdrawing. Even if the data management system can manage this complexity, providers will be responsible for ensuring that the input can be verified. That will entail increased record-keeping by teachers and checking by auditors, all of which will deflect human and material resources/energies from teaching English. The evidence is clear that students are incentivised to attend classes by quality teaching that targets their learning needs and English levels.

cont.

If the above proposals are implemented, the question "what is the AMEP achieving?" will be unanswerable. A corrupting and perverse incentive will lie at the core of the AMEP's operations. A monetary incentive – no matter if 20% or 1% of provider payments – contingent on students successfully achieving "units of competence" will destroy the credibility of these achievements. The only clear outcomes will be dubious certificates, increased administration and large (and otherwise unnecessary) expenditure on compliance checks.

Minister Tudge's and everyone else's previous questions about the AMEP will then be well founded.

ACTA fully supports close monitoring of AMEP outcomes. Our submission on the 2021 Discussion Paper lists substantive and appropriate AMEP outcomes and describes how to measure and monitor them. In essence, providers should be paid to deliver English language tuition. Evidence-based performance benchmarks should attach to substantive and relevant outcomes. Incentives (and their opposite) should rest on performance reviews to determine how providers are meeting these benchmarks. Contracts should explicitly include provision for termination of individual contracts for consistent and unexplained under-performance.

Currently there are **no** benchmarks – at least in the public domain – which allow provider performance (individually or collectively) to be evaluated in relation to substantive AMEP outcomes. Likewise, it is impossible to compare and evaluate the outcomes from one AMEP contract with those from any other. From one review to the next since the AMEP began in 1948, there has been no consistency in determining – much less measuring and evaluating – the Program's outcomes.

These two proposals will continue and deepen this failure. Rather than incentivising improved performance, they will obscure ways of determining anyone's performance. Most disturbingly, they offer **no** remedy for poor performance.

These proposals will place teachers under huge pressure from their employers to push students through as many tests as possible. They disincentivise consolidating the superficial learning that enables passing a test. Employers will justly complain of AMEP "graduates" poor grasp of English despite their paper credentials.

The provider payment incentives run directly counter to teachers' professional commitment to teaching and assessing on the basis of their disinterested evaluation of their learners' needs and aspirations. But, irrespective of individual teachers' commitment and professionalism, their credibility – together with the credentials delivered by the AMEP – will be undermined by this perverse incentive.

Given this threat to the substantive outcomes you seek from the AMEP, we hope you will agree to yourself or an advisor meeting with us before you reach a final decision on these matters. Ms Corrigan is based in Melbourne and Dr Moore is in Canberra. We would prefer to travel to a face-to-face meeting, although meeting on-line would also be welcome.

Yours faithfully,

Margaret Corrigan
President,
Australian Council of TESOL Associations (ACTA)

Helen Moore, AM, PhD Vice-President,
Australian Council of TESOL Associations (ACTA)

cc. Ms Alison Larkins and Ms Ali Mond.

NSW ATESOL suggested EAL/D staffing data analysis (first published in NSW ATESOL Newsletter Dec 2021)

- Number and % of teachers in EAL/D positions with and without EAL/D qualifications - primary and secondary
- Number and % of primary teachers in EAL/D positions with and without EAL/D qualifications by EAL/D FTE allocation, i.e. 1,1-2, 2-3, 3-4, 4-5, 5-6, 6-7
- Number and % of secondary teachers in EAL/D positions with and without EAL/D qualifications by EAL/D FTE allocation, i.e. 1,1-2, 2-3, 3-4, 4-5, 5-6, 6-7
- Number and % of primary teachers in EAL/D positions with and without EAL/D qualifications by LGA and totals
- Number and % of secondary teachers in EAL/D positions with and without EAL/D qualifications by LGA and totals
- Number of schools in 4 and 5 above with equal to/greater than 30% unqualified EAL/D staff by LGA and totals
- Number and % of primary teachers in EAL/D positions with and without EAL/D qualifications by employment status, i.e. permanent full time, permanent part time, temporary full time, temporary part time
- Number and % of secondary teachers in EAL/D positions with and without EAL/D qualifications by employment status, i.e. permanent, full time, permanent part time, temporary full time, temporary part time
- Number and % of primary schools with fractionalized EAL/D appointments equal to/greater than 3 teachers:1 FTE
- Number and % of high schools with fractionalized EAL/D appointments equal to/greater than 3 teachers:1 FTE
- Number of schools in 8 and 9 above by LGA and totals
- No. of primary and secondary teachers on the list willing to teach EAL/D, approved and not approved to teach EAL/D
- No. of primary and secondary schools with an EAL/D staffing vacancy, by LGA and totals
- No. of primary and secondary schools with an EAL/D staffing vacancy greater than 1 term by LGA and totals
- No. of primary and secondary EAL/D trained teachers in a non EAL/D position
- No. of primary and secondary schools with an EAL/D staffing vacancy and one or more EAL/D trained teachers in a non EAL/D position above by LGA and totals
- No of EAL/D teacher separations from primary and secondary schools in 2017, 2018, 2019, 2020, 2021, by LGAs and totals
- No of EAL/D teacher appointments to primary and secondary schools in 2017, 2018, 2019, 2020, 2021, by LGAs and totals
- Projected no of primary and secondary EAL/D teacher separations, vacancies and appointments for 2022, 2023, 2024, 2025, 2026.
- No of primary and secondary EAL/D trained teachers who have taken up the role of COVID tutors